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THE EXETER PAPERS, REPORT OF THE FIRST INTERNATIONAL CONFERENCE ON THE COMPARATIVE STUDY OF ADULT EDUCATION.

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CENTER FOR THE STUDY OF LIBERAL EDUC. FOR ADULTS

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A CONCEPTUAL FRAMEWORK IS PRESENTED AND IS APPLIED TO NATIONAL REPORTS ON ADULT EDUCATION IN FIVE COUNTRIES. THE FIRST TWO CHAPTERS FEATURE COMPONENTS OF THE FRAMEWORK AND DETAILED DATA ON THE TOTAL EDUCATIONAL SCENE IN CANADA, HONG KONG, INDIA, ISRAEL, SUDAN, THE UNITED STATES, THE UNITED KINGDOM, PUERTO RICO, AND YUGOSLAVIA. CHAPTER 3 THROUGH 7 PRESENT NATIONAL REPORTS FROM HONG KONG, INDIA, ISRAEL, UNITED KINGDOM, AND YUGOSLAVIA. CHAPTER 8 REPORTS BRIEFLY ON IMPORTANT THEMES AND APPARENT AREAS OF AGREEMENT, INCLUDING PROBLEMS OF PROGRAM STATUS, PROGRAM DEVELOPMENT, INFORMATION AND COMMUNICATION, FINANCING, AND THE PLANNING OF CROSS CULTURAL AND COMPARATIVE RESEARCH. AMONG THE AREAS PROPOSED IN THE LAST CHAPTER FOR FURTHER INVESTIGATION ARE TRAINING AND RESEARCH, TAXONOMY AND TERMINOLOGY, CULTURALLY RELATED EDUCATIONAL SYSTEMS, AND THE IMPACT OF POLITICAL AND SOCIOECONOMIC PATTERNS ON THE NATURE AND ORGANIZATION OF SYSTEMS OF ADULT EDUCATION. THE DOCUMENT INCLUDES 29 TABLES AND CHARTS AND 84 REFERENCES. (LY)

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Report of The First International Conference on The Comparative Study of Adult Education

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A. A. LIVERIGHT
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at Boston University

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INTRODUCTION

Background

Ever since the Helsinore Conference on Adult Education was held in the 1950's, there has been a growing interest in adult education around the world and a desire to develop more effective ways of examining and comparing adult education activities in different countries. The UNESCO World Conference on Adult Education which was held in Montreal in 1961 renewed the call for more effective research in adult education and for a more effective approach to the comparative study of adult education.

The Montreal Conference also was in part responsible for bringing together, for the first time, a number of university adult educators who, at their 1961 meeting at the Sagamore Conference Center of Syracuse University, established the International Congress of University Adult Education. This International Congress, which achieved Consultative Status with UNESCO in 1965, held its First World Conference on University Adult Education at the Krogerup Hochschole, Humleback, Denmark, in June, 1965. At that conference, attended by 180 persons from 38 different countries, a special committee on research called for intensified activity in the comparative study of adult education. They determined that, although a number of papers had been written and a number of unrelated publications had emerged describing adult education activities in different countries, no effective system or conceptual framework had been developed to facilitate comparative study.

Following the wishes of the World Conference, The International Congress of University Adult Education, in cooperation with the New England Center for Continuing Education and the Center for the Study of Liberal Education for Adults, arranged the First International Conference on Comparative Adult Education. The annual meeting of the Executive Committee of the International Congress, which was scheduled to meet in the U. S. A. in June of 1966, provided the opportunity to hold this conference. Because of its direct concern for international adult education, the New England Center for Continuing Education was asked to cooperate. It agreed to act as host for the conference and also to cover some of the costs. The conference was held at the Exeter Inn at Exeter, New Hampshire. The permanent Chairman was Arthur S. Adams, Consultant to the New England Center. The Center for the Study of Liberal Education for Adults—which serves as the Secretariat for the International Congress—agreed to cooperate and assumed major responsibility for developing the initial framework for the conference, for preparing questionnaires to serve as the basis for working papers, and to assemble the working papers for the conference. Subsequent to the conference, CSLEA also assumed responsibility for publishing the report and was able to secure financial assistance in the form of a grant for editorial work and publication from the Esso Metropolitan Services, through the good graces of CSLEA Board Member, Charlotte Brown-Mayers of the Standard Oil Company. In addition to Dr. Adams, the Conference Committee included the following members:

A. A. Liveright, Center for the Study of Liberal Education for Adults;

William McCallion, International Congress of University Adult Education; and

Peter E. Siegle, Center for the Study of Liberal Education for Adults.

The Conference was in every sense a cooperative enterprise and these papers reflect the contributions of thought and discussion by all the participants.

Purpose

The initial call for the Exeter Conference outlined the following purposes:

1. To review and refine a conceptual framework for examining adult education activities, programs, and institutions in various countries on a comparative basis, and to examine and describe similarities and differences in such activities in line with this conceptual framework.
2. To develop and propose some areas for special studies, research, and international activities in adult education.
3. To make specific suggestions to appropriate national and international agencies, departments, and foundations about the need for support and assistance in carrying out the proposed studies, research, and international activities.

This report is primarily concerned with the first purpose, namely the presentation and discussion of the conceptual framework and the application of this framework to national reports on adult education in five countries. It is hoped that this publication will make it possible for other adult educators around the world to examine the framework and to refine it further as well as to look at an overview of adult education activities in Hong Kong, India, Israel, Yugoslavia, and the United Kingdom in accordance with this framework.

Participation

Since the conference grew out of the meeting of the Executive Committee of the International Congress, the core group of participants involved the membership of this Executive, including representatives of Hong Kong, the Sudan, Puerto Rico, the United Kingdom, Canada, and the United States. In addition, persons who were in the U. S. A. at the time who were directly concerned with adult education in Yugoslavia, India, and Israel were asked to participate. One U. S. adult educator who had recently completed a study of adult education activities in ten Latin American countries, one who was familiar with Scandinavian programs, and another who was familiar with adult education in French Canada were able to join the group. Finally, since the meeting was held in North America, a number of representatives of U. S. and Canadian adult education groups were invited to participate. These included the Commission of Professors of Adult Education, the Adult Education Association of the U. S. A., the Association of University Evening Colleges, the National University Extension Association, the Foreign Policy Association of the U. S., the Canadian Association of Deans and Directors of Extension and Summer School, and the Canadian Adult Education Association.

The final makeup of the conference was composed of twenty-six persons: seven from overseas, five from Canada, and thirteen from the U. S. A.

Although it is obvious that participation in the conference was not truly worldwide, it did include representatives from North America, Africa, the United Kingdom, Europe, and Asia. Thus it was possible to introduce the concepts and to apply them to a varied group of countries. This was necessary in order to find out whether the concepts and framework for examination would apply under very different conditions of government, culture, and educational purpose.

Needless to say, the outcome of the conference and the proposed conceptual framework utilized in this report represent only a first step toward the development of more permanently useful methods for the comparative study of adult education in the future.

The Working Papers

To make it possible for the participants to have some factual materials at the outset, as well as to test a common approach to examining adult education in a number of countries with differing cultures and backgrounds, all participants were asked to prepare a series of working papers before they arrived at the conference. Each participant was asked to answer specific questions and to fill out several charts dealing with: (1) the total educational system and arrangements; (2) broad questions and opinions about adult education; and (3) specific questions about the nature and scope of adult education. As a result participants had available these background materials for Hong Kong, the Sudan, Israel, India, Puerto Rico, Yugoslavia, the United Kingdom, Canada, and the United States.

In addition, each national representative was asked to think about the cultural, social, and political background of adult education in his country, and to discuss it in a brief presentation at the conference.

These working papers and presentations served as the discussion materials for the conference as well as the basic data for this report.

The Conference Itself

The conference began with a brief description and discussion of the rationale underlying the preparation of the background materials—a first opportunity to examine the conceptual framework. Five half-day periods were then devoted to discussions of the different national reports. Each presentation was divided between the cultural, social, and historical background and an analysis of the current adult education activities. This method provided a better understanding of adult education in each country as well as an opportunity to see how the form of analysis and presentation actually worked out in practice. The group as a whole then reexamined the conceptual framework and the organization of the materials, proposing some major modifications which were further examined and refined by smaller working groups. These groups then reported to the entire conference. The conceptual framework for the comparative study of adult education which grew out of these small group and plenary discussions is reflected in the findings of the conference and in this report.

In addition, an attempt was made at the final sessions of the plenary group to propose some motifs or areas of agreement which seemed to emerge from the conference as a whole. These motifs, amended by active discussion and later review by some of the participants, appear in this report in Chapter Nine.

Rationale for Inclusion of National Reports

The specific national reports on adult education in this publication were selected on a fairly pragmatic basis. The decision was made to include reports on a variety of programs used by countries representing different stages of industrial development, different backgrounds and cultures, and different parts of the world.

In some cases, it was not possible to include a particular national report because sufficient material in the form of working papers or notes from the conference was not available. However, in Chapter Two, available data from these countries is presented in the comparative picture of adult education activities. Finally, despite—or possibly because of—the full representation of adult educators from the U. S. and Canada, national reports on these countries are not included. A good deal has already been written about these countries, and in addition adult education programs are so multitudinous and varied that a brief resume is almost impossible.

It is hoped that despite these limitations the material presented will be sufficiently varied and representative to demonstrate the application of the conceptual framework as well as provide some useful information about national adult education activities in a limited number of very different countries.

The Contents

Chapter One contains a discussion of the conceptual framework and the rationale underlying it, as well as a presentation of the final consensus about a desirable approach to the comparative study of adult education. It is hoped that other persons interested in the comparative study of adult education will examine this approach, test it in their studies and use it as a basis to further refine and develop their own approaches to the comparative study of adult education in the future.

Chapter Two presents selected data from the working papers on the total educational scene in nine countries on a comparative basis. These data show similarities and differences in educational systems in these countries, and provide information on the scope, goals, and concerns of their adult education programs.

Chapters Three through Seven present individual national reports on adult education utilizing the proposed conceptual framework and organization for the data on each of the countries.

Chapter Eight reports briefly on the motifs which seemed to emerge during the course of the conference and on some apparent areas of agreement about problems and needs.

Chapter Nine contains a discussion of proposals for areas of further study and research. These areas were either identified at the conference itself or emerged in the course of preparing this report.

The appendices list a combined bibliography—in preliminary and tentative form—which was prepared for this publication by the Library Center for Adult Education at Syracuse University, and the roster of participants at the conference.

A number of countries were represented at the conference, but for reasons stated previously are not included in the national reports. These are Canada, Puerto Rico, the Sudan, and the United States. Data concerning adult education systems in these countries are available at CSLEA, and may be used in further studies of this area.

Chapter I

TOWARD A CONCEPTUAL FRAMEWORK FOR THE COMPARATIVE STUDY OF ADULT EDUCATION

Terminology and Definitions

The first problem in developing an effective approach to the comparative study of adult education is that of agreeing on some common terms and definitions. Groups such as the Syracuse Library Center for Adult Education and various UNESCO commissions are doing some work in this direction but, as yet, there has been no international agreement on terms or definitions in the field of adult education.

As most persons in the field know, the term "adult education" itself has different meanings in different countries and in different contexts. In some countries "adult education" means the informal, traditional liberal education of adults. Other terms such as "further education" and "vocational education" describe other kinds of education available to adults. Nevertheless a review of the literature and terminology suggests that, despite its limitations, the term "adult education," more than any other term, is used in many countries as the broad umbrella referring to all kinds of education for adults.

For example, UNESCO uses the term in connection with its recently terminated "International Committee for the Advancement of Adult Education," and a UNESCO division is called the Department of Adult Education and Youth Activities. Most regional and national organizations concerned with the education of adults also use this term, e.g., the Adult Education Committee of WCOTP, the International Congress of University Adult Education, the Asian South Pacific Bureau of Adult Education, the European Bureau of Adult Education, the African Association of Adult Education, the Canadian Association of Adult Education, the Adult Education Association of the United States, the National Institute of Adult Education in the United Kingdom.

Because of its general and worldwide use it was agreed that the preliminary working papers for the Exeter Conference would use this term to describe the various kinds of education for adults which it was examining.

A definition of the term "adult education" was proposed by the program committee and was further examined during the conference. Some changes were made in the proposed definition during the course of the conference. A slightly modified definition was then accepted by the participants as the overall term describing all kinds and programs of education aimed primarily at adults. The definition is as follows:

> ADULT EDUCATION IS A PROCESS WHEREBY PERSONS WHO NO LONGER ATTEND SCHOOL ON A REGULAR AND FULL-TIME BASIS (UNLESS FULL-TIME PROGRAMS ARE ESPECIALLY DESIGNED FOR ADULTS) UNDERTAKE SEQUENTIAL AND ORGANIZED ACTIVITIES WITH THE CONSCIOUS INTENTION OF BRINGING ABOUT CHANGES IN INFORMATION, KNOWLEDGE, UNDERSTANDING OR SKILLS, APPRECIATION AND ATTITUDES; OR FOR THE PURPOSE OF IDENTIFYING AND SOLVING PERSONAL OR COMMUNITY PROBLEMS.

Defined in this way, adult education would include: literacy and fundamental education; vocational or job training; education about health, consumer, and family problems as well as education about physical and personal development; literature, art, drama, and other cultural programs; community development, social education, and community organization; political and civic education; religious or economic education; and a vast variety of other educational programs designed primarily for adults. In this connection we define adult as follows:

> AN ADULT IS A PERSON WHO NO LONGER ATTENDS SCHOOL AS A PRIMARY OR FULL-TIME ACTIVITY AND WHO IS OVER TWENTY-ONE YEARS OF AGE.

The above definitions apply not only to different kinds of programs in different subject matter areas but also to all of the various methods and techniques of learning and education. For example, it includes self or independent study (where a student carries on a conscious program of education by himself); group discussion, colloquia, seminars or workshops; regular classes and lectures; radio and TV educational programs;

residential conferences or meetings; night-school classes; tutorial programs and further education programs; peoples' universities; technical and technological classes for adults; and many, many more.

Having arrived at a definition of the term "adult education" which the conferees at Exeter could accept, it was then felt desirable to devise some system for analyzing different kinds of programs of adult education. This breakdown of adult education into component parts might, of course, be achieved in a number of different ways. Adult education might be categorized according to the institution that provides the program or activity or according to the method utilized. The field might also be subdivided in terms of the kinds of students, as in studies of participation, methodology, and motivation. These methods, and many more, might be useful in comparative studies of adult education.

For the purpose of examining programs on a comparative basis at the Exeter Conference, however, it was decided that it would be most effective to utilize a system based jointly on the major roles which an adult performs in his life and on the purpose of the educational program. In brief, this system deals with an adult's role as a worker, a family member, a citizen, and as a self-fulfilling individual. In addition to these four adult life-roles, another category relating to remedial and fundamental education was added, thus resulting in five different categories of adult education.

The five categories of adult education which were used in preparing the working papers for the Exeter Conference follow:

1. Remedial Education: Fundamental and Literacy Education. (A prerequisite for all other kinds of adult education.)
2. Education for Vocational, Technical, and Professional Competence. (This may either be to prepare an adult for a first job, for a new job, or continuing or further education for an adult to keep him up to date on new developments in his occupation or profession.)
3. Education for Health, Welfare, and Family Living (including all kinds of health, family, consumer, planned-parenthood, hygiene, family relations, child-care, etc.).
4. Education for Civic, Political, and Community Competence (including all kinds of educational programs about government, community development, public and international affairs, voting and political education, etc.).
5. Education for Self-Fulfillment (including all kinds of liberal education programs, education in music, the arts, dance, theater,

> literature, arts and crafts, whether brief or long-term. All programs which are aimed primarily at learning for the sake of learning rather than to achieve the other aims included in the other four categories above.)

Although participants at the Exeter Conference were somewhat concerned lest these categories be regarded as the final or only choice for further examination of adult education activities, they did feel that the categories provided one useful and workable way to compare adult education programs. The experience of using these categories in filling in the working paper charts for the conference seemed to be successful, and most participants found the categories useful in looking at adult education activities in their countries. No alternative suggestions or proposals for categorizing or examining adult education activities were forthcoming at the conference, so it seems worthwhile to utilize these categories at least until some more appropriate and useful system emerges.

Rationale and Basic Concepts Underlying the Comparative Study

In the pre-conference materials which were distributed, the following statement about the need for a conceptual framework appeared:

> As far as the development of an organized way of dealing with questions of international understanding (about adult education), almost nothing has been done. Although comparative education is gradually coming into its own as a field of study in the United States and a number of countries abroad, there has been no discernible similar development in the comparative study of adult education (with the possible exception of the University of Belgrade in Yugoslavia, and more recently at Nancy in France and the Ontario Bureau for Studies in Education at Ottawa). There are almost no materials or studies extant which have been developed in the light of any systematic and organized approach to such comparative study. There is no course in the United States concerned primarily with this area. There are no persons who have, as yet, dedicated their major attention to the comparative study of adult education and there is now no institution in the United States where organized study, research or graduate specialization in the comparative study of adult education is being carried on as a major activity.

This rather sweeping statement about the lack of research in the comparative study of adult education remained unchallenged at the conference and, with the exceptions noted above, there seems to have been no major change in the situation since June, 1966.

Nevertheless, there have been a number of calls for more effective research in the field. A definite demand for the establishment of regional information and study centers in adult education grew out of the First World Conference on University Adult Education in Denmark. The need to move beyond the beginning made at Exeter was also unanimously expressed by the conferees there.

As a first step toward the development of research tools for use in comparative studies, a rationale and basis for looking at the field of adult education on an international basis is suggested below:

> To move toward a sound approach to the comparative study of adult education on international lines it is proposed that we should concentrate on a cross-cultural approach to the understanding of adult education. The substance of such study should be both anthropological and pedagogic—or, as we are increasingly saying, androgogic. In this approach we should try to determine how adult education functions in various cultures, how it relates to the historic, demographic, political, and social background of the country and how these factors influence the development of the total educational system in various countries. Only by understanding the basic cultural and social forces in different countries, and by realizing how these factors influence the total educational system, will it be possible to gain a true understanding of the adult education enterprise and activities in a particular country and to develop theories and studies to compare the influence of these factors on adult education in different countries. A central and continuing question confronting those concerned with the comparative study of adult education is how the educational system, and especially adult education, has developed, and how it is changing and emerging in each culture to fulfil the needs of the individual and the society in which he lives.

It is believed that this kind of cross-cultural approach to the study of adult education will make it possible to undertake needed research, to suggest important hypotheses about the development, usefulness, and administration of adult education, and also to increase the effectiveness of plans and programs of action to be developed in different countries. It should also provide some criteria for evaluating the extent to which existing adult education activities are truly appropriate and relevant to the needs of a particular country.

An Overview of the Components of the Conceptual Framework

The proposed conceptual framework for examining adult education on a comparative basis was tested in a number of different ways during the course of the Exeter Conference. The components of the framework relating to the total educational system, the overall adult education activities, and the specific adult education programs were tested first through the working papers which participants were requested to fill in prior to the conference.

Despite the fact that the working papers and accompanying charts were lengthy and somewhat complicated, representatives from almost all of the countries were able to complete them fully and accurately. In other words, the questions asked and the charts requested did seem to apply to all of the different educational and adult education systems represented at the conference. From a purely pragmatic point of view, therefore, the approach and the specific kinds of questions asked seem to be generally applicable. They do not appear to pose problems which might interfere with securing similar data from other countries.

Next, the entire conference had an opportunity to examine and discuss at some length a slightly revised version of an outline for a "Modified Approach to a Comparative Study of Adult Education," which was presented after the individual national reports had been made. Following discussion at the plenary session, three smaller work groups were asked to review the definition of adult education and the modified approach and to suggest areas for further discussion and study. As previously indicated, a few minor changes were suggested in the definition of adult education and these have been embodied in the revised definition of "adult education" which appears on page 8.

In addition, the three work groups spent considerable time examining the revised outline and the components and came up with a number of additional modifications. Two of the three working parties addressed themselves directly to examining the conceptual framework and to making suggestions for changes and amendments which are contained in the material in this chapter. The third working party, rather than concerning itself with the question of the outline, directed its attention to the question of whether the entire process of a comparative study of adult education would be of any value operationally to the field of adult education at this time. This group suggested that studies of adult education at this juncture should be limited to those which would provide such an operational base.

Despite the questions raised by the third group and some feeling of concern by the second that they were adopting an approach which might freeze further experimentation and development, all groups agreed that we should proceed with the application of the modified approach to the presentation of national reports in this publication. They also agreed that the approach should be further applied and tested in future studies of comparative adult education to determine in what ways it might be improved.

The following outline of the modified approach to a comparative study of adult education is the one which emerged from the deliberations of the conference. It will be examined at greater length, section by section, in the remainder of this chapter.

The Modified Approach to A Comparative Study of Adult Education

1. Overview: Cultural and National Background

   Including relevant material about: history, geography, economy, demography, politics, culture, religion, and international relations (presented in narrative form)

2. The Total Educational Enterprise
   - a. Purpose, philosophy, and goals of education
   - b. Requirements and limitations of elementary education
   - c. The different levels of education
   - d. Economic data about education
   - e. Education required for different occupations
   - f. The overall education system (charts and diagrams)
   - g. Major problems confronting the educational enterprise

3. The Field of Adult Education and the Institutions Involved
   - a. Official role and attitudes of various institutions concerned (series of continua about government, universities, schools)
   - b. Philosophy and goals for adult education (the kind of objectives to be implemented)
   - c. Scope and nature of adult education (kinds of programs, sponsorship, participation, and leadership of programs in the five categories of adult education)
   - d. Professionalization and organization of the field (professional training, professional organizations and associations, and nature and locus of research)
   - e. Evolving and developing patterns (major successes and problems; important recent developments and trends; projections for the future)

4. Annotated Bibliography
   - a. History, demography, economy, etc.
   - b. Total educational scene
   - c. Adult education in the particular country
   - d. Adult education in other countries
   - e. Regular journals, magazines, newsletters about adult education

Detailed Analysis of Components of Conceptual Framework

Cultural and National Background

Consistent with the cross-cultural approach to the comparative study of adult education, there was complete agreement that the first portion of any study of adult education should deal with various aspects of the cultural, national, and social development in a particular country.

Conference participants were not asked to prepare specific papers or questionnaires about this subject before the conference. However, prior to the discussion of the working papers, each conferee was asked to outline briefly the cultural and national background which he felt was relevant to adult education in his country. The pace for these presentations was set by Edward Hutchinson, Secretary of the National Institute for Adult Education in the United Kingdom. Mr. Hutchinson's brief but illuminating presentation dealt with both the total educational system and the adult education activities in the United Kingdom. Hutchinson was followed by a number of other conferees who presented similarly effective capsule descriptions of the cultural and social backgrounds of adult education in their countries, in each case providing interest and substance beyond the facts and figures of the working papers.

John Friesen (at that time Director of Extension at the University of British Columbia) agreed to develop an outline for these background presentations. This outline is presented below with the caution that it not be looked upon as rigid or binding but rather as a springboard for the use of each analyst or reporter. The background social and cultural statements contained in the national reports in this volume are intended to stimulate the development of other kinds of presentations which will be useful for other countries.

In submitting his outline, Dr. Friesen commented, "The adult educator needs to be aware of a people's total culture, both traditional and contemporary, in assessing and projecting the adult education enterprise—its problems and opportunities. The following are suggested categories to consider. They are not neat compartments! Some factors are more significant than others for a given country or for a particular region."

1. History
   - Entire story of a people
   - Present stage of development

Historical factors acting as incentives for adult education, e.g., the necessity for nation-building either in withstanding outside threats or in the ferment of newly won freedom from autocracy or foreign rule

2. Geography

   Topographical features and natural resources

   Complementary resources for industrialization, e.g., the Ruhr Valley's coal and iron

   Effect of neighboring countries, e.g., Canada to U. S. A., Rhodesia to Zambia, Nepal to India

3. Economy

   Economic form in developing human and natural resources, e.g., feudalistic, capitalistic, socialistic, or mixed?

   At what stage on the continuum from subsistence to affluence?

   Influence of other nationa or international agencies

   Educational effort in relation to ability and present development

4. Demography

   Population in relation to resources

   Pattern of distribution—from nomadic to dispersed settlement to urban

   Problems of communication and provision of social services, as to a dispersed population in developing countries

   Drawing national boundaries across ethnic groupings

   Effect of immigration on both parent and host societies, e.g., East to West Germany, Israel, Chinese to other Asian countries

5. Politics

   Ideology

   Structure

   Who holds power

   Stability

6. Culture

   Distinctive values

   Conflicts due to heterogeneous cultures

   Family - and status of women

   Class

   Status of teacher

   National will for modernization

   Effect of significant leaders (Buddha, Jefferson, Grundtvig, Lenin, Gandhi)

7. Religion
    - Kind and institutional forms
    - Dominant religion and other major ones
    - Influence on individual and state, e.g., prescribed religious reading in Mohammedanism, Judaism, early Protestantism

8. International Relations
    - Status of nation
    - Extent and effectiveness of communication
    - Development from abroad—political, economic, social, cultural

The Total Educational Enterprise

Data about the total educational enterprise—essential in order to understand the position of adult education and other educational activities in a particular country—were secured prior to the Exeter Conference in the form of a few selected questions and several charts.

The conferees made no major suggestions for changing the kind of information requested, so the questions and charts used to prepare for the conference were retained much as initially planned.

In examining the total educational enterprise of a country it was felt that the following kinds of information were especially important for an understanding of adult education activities:

1. The purpose, philosophy, and goals of the total educational enterprise: the stated purposes and philosophy of education; the kind of person that the educational system is trying to develop; the availability of education to different groups in society; as well as the responsibility for financing the education at various levels.

2. The requirements for basic and fundamental education: when children ordinarily leave school, and the minimum number of years of compulsory education.

3. The various levels of education provided: who is eligible for participation at the various levels; how these levels of education are financed; and the proportion of the population represented at the different levels.

4. Economic data about education: the amount of total national income and of the national budget allocated to education; proportion of national (or federal) subsidy for education and financing by state, local or private and voluntary bodies; the total amount of money spent by the different bodies on education.

5. The kinds of education provided and required for different kinds of occupations and professions in the country including informa-

tion about: the kinds of institutions providing special education; the amount of training required; requirements for entrance into specialized training and educational programs; the age at which choices must be made as to the kind of education pursued; and the kind of recognition (degree or diplomas awarded) for completion of the special training.

6. The overall education system, provided in most countries through a chart or diagram which outlines: the total educational system; the responsibility for planning and supervision; the relationship between the different divisions and the actual providers of education.

7. The major problems confronting the educational enterprise: the major strengths and weaknesses; what educators are worried about; the major unmet educational needs; and any major shifts or changes in the educational system which are being contemplated.

The Field of Adult Education and the Institutions Involved

Two different kinds of questions were asked about adult education activities prior to the conference.

The first series of questions related primarily to attitudes, problems, aims and goals, kinds of adult education and kinds of persons involved, and the broad objectives and expectations as far as adult education is concerned.

The second series of questions, presented in chart form, related to the scope and nature of adult education programs now in existence in the different countries. The questions asked about the kinds of programs, the providers, the teachers, the participants, the financing, and the extent of adult education programs in the five major categories of adult education which are described on pages 9 and 10.

Discussion of the working papers and the organization of materials resulted in some re-ordering of the outline for securing information about the field of adult education. Certain questions not originally asked for were also added. It was agreed that the following kinds of information should be secured about adult education activities in every country.

1. The actual role of various institutions concerned with adult education as well as the feeling of those institutions about what their roles should be. In this connection a series of continua[*] were developed by Dr. Carl Williams, President of Eastern On-

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[*] See Appendix I for arrangement of these continua.

tario College (at the time of the conference). These continua include information about:

a. The government role in adult education and relations with other institutions in carrying out adult education programs in each of the five categories;

b. The university's attitudes regarding its role in education;

c. The public schools' involvement and activities in the five categories of adult education;

d. The voluntary associations' role in adult education.

2. Philosophy and goals. The overall aims of the adult education system, and the particular social objectives which adult education programs seek to implement; the availability to different groups in society and responsibility for financing adult education at various levels.

3. The scope and nature of adult education. A broad overview of the major kinds of adult education programs and activities carried on within each of the five categories of adult education. In this section the entire field is divided into the areas of remedial, vocational and professional, family, civic and social, and self-realization. The programs in each area are identified along with their sponsorship, whether provided by the government, the schools, universities, or voluntary associations.

Prior to the Exeter meeting, the following information was secured for each of the five categories through the use of a series of charts.

a. Kids of programs
b. Sponsorship of programs
c. Support and payment for programs
d. The agents: teachers or leaders
e. Who is eligible to participate
f. Number involved in programs

Although useful and appropriate for an overview of the scope and nature of adult education, the brief chart presentation used at the conference is not adequate for a comprehensive and thorough understanding of individual programs. It should be looked upon more as an introduction to the overall scene which can then be followed by studies in depth of individual activities, programs or institutions. It should, however, serve as a map of the total adult education enterprise which can then guide the student or researcher to the particular area he wants to investigate further.

4. Professionalization and organization of the field. Although a few questions relating to organization of the field were included in the pre-conference papers, the conferees felt that more information was required for a full understanding of adult education in a particular country as well as to permit intelligent comparisons between countries. In the revised materials, therefore, more questions are asked about the training required and available for adult educators, the professional or semi-professional organizations which bring them together, as well as the provisions for and kinds of research being done in adult education.

   While the major reason for securing this information is for examining activities on a comparative basis, these data should be of great value operationally: in facilitating cooperation between professional organizations and developing international activities and exchange; for developing cooperative programs for training adult educators and for stimulating affiliate relationships between universities at the graduate level; and for moving into joint and cooperative research and study programs on an international basis. More specifically the following kinds of information are gathered under this heading:

   a. Opportunities for professional training for adult educators, the level of training and the institutions providing such training or education.

   b. Formal requirements for training in the field as a prerequisite for employment or activity in adult education.

   c. Proportion of persons involved in adult education.

   d. Associations, organizations, or professional bodies which bring together or provide opportunities for communication amongst adult educators—including kinds of regular meetings held, regular journals or publications, etc.

   e. Institutions, associations, or organizations carrying on research in adult education, and general information about the nature and extent of research under way and completed. Provisions for reporting or digesting research carried on in the country.

5. Evolving patterns. A number of questions relating to feelings about the present status of adult education and about future directions were included in the preliminary working papers. The conferees felt, however, that a special section should be devoted to these kinds of questions which rely more on opinions and attitudes than upon actual facts and figures. As a result, this special section concerned with strengths and weaknesses, problems and obstacles, impending changes and long-time directions is included. It was felt that this section would bring about some understanding of the spirit and the "gist" of adult education in a particular country and might suggest areas for further study and exploration along international and comparative lines.

The following kinds of information are sought in this section:

a. Kinds of adult education being carried on most successfully.

b. Adult education most badly needed now.

c. Major obstacles to development of satisfactory adult education activities (money, government attitude, institutional reluctance, lack of interest by potential participants, etc.)

d. The kinds of people most effectively and generally reached by adult education in the country (illiterates, government employees, executives, college graduates, retired and leisure class, minorities, a small elite, etc.)

e. Recent changes and developments in attitudes, official policy, and financial support for adult education.

f. Recent developments in programming for adult education including methods utilized, organization of programs, use of new media of communication, etc.

g. Recent developments in facilities for adult education. Residential facilities, satellite centers, community facilities, etc.

h. Projection of what adult education is likely to be ten years from now. An individual estimate and projection of the changes and developments likely to take place in adult education during the next ten years.

i. General comments on the adult education scene—past and future—including any elements not covered elsewhere in the outline. A completely unstructured commentary on adult education in the particular country. (This section would serve to suggest kinds of information and data to request in future studies and analysis.)

Annotated Bibliography

The final section is one which includes a brief bibliography of the most important readings and source materials for further information about the country, the total educational scene, and about adult education. The purpose of this brief annotated bibliography is to provide assistance to students of comparative adult education in carrying on additional studies and in securing more information in depth about activities in a particular country.

The bibliography includes the following kinds of publications.

1. Readings about the history, economy, and demography of the country; comprehensive sources such as these summarized briefly in Section A of the national reports in this publication.

2. Readings about the entire educational scene; major references describing the total educational enterprise, organization, and financing of education.

3. Readings about adult education: books, pamphlets; studies of adult education which will give an overview of adult education as well as readings about particular organizations or programs.

4. Publications relating to the overall study of comparative education developed in the particular country.

5. Materials published within the country which deal with comparative studies of adult education or which cover overviews of adult education in other countries.

6. Selected list of journals or regular publications in the country which deal entirely or in part with adult education.

Chapter II

COMPARATIVE DATA ON EDUCATIONAL SYSTEMS AND ADULT EDUCATION IN NINE COUNTRIES

In this chapter are some of the materials on educational systems in general and adult education systems in particular which were gathered prior to the Exeter Conference in the form of working papers.

From some of the responses to the questions in the working papers it has been possible to make summaries and tabulate the data for comparative presentation. For example, responses to Questions III and IV from Working Paper Number II (Levels of Education, and Training Required for Selected Occupation) are presented in tabular form.

All the responses to Working Paper Number II, concerning background information on adult education, are either tabulated or summarized, and these data are the most easily compared of any in this report.

The information in this chapter is only part of that which was submitted, and represents those materials which might most easily be compared.

The Total Educational Enterprise

(Section 2 from Outline, p. 13, Chapter I)

The countries represented at the Exeter Conference vary widely in culture and economic development, and their educational systems reflect these differences. The first series of questions asked in the working papers related to the most important concerns, unmet needs, and plans for change in the educational systems in these countries. The concern most obvious for the developing countries is to expand the elementary and secondary education systems so that all children may receive a basic education. In the more developed countries the most pressing concern is for the improvement of vocational and technical education or for developing programs which will enable all students to receive higher education and continuing education to meet changing conditions.

The needs not met by the educational systems seem to arise from the generally accepted goals of providing equal educational opportunity for all, and of developing curricula which will provide skills and attitudes appropriate for the economic and social systems in which the people live. In some countries this means the most urgent need is for new schools, while in others it means the need to extend the curriculum to higher grade levels. Some countries perceive the need to offer more specialized and technical education, while still others see their task as that of acculturation of diverse elements of the population or preparation for political responsibility.

The plans for change in educational systems relate to the needs expressed. The range includes the development of new approaches to fundamental and technical education, arrangements to improve programs by cooperation between institutions and districts, the development of new institutional forms appropriate to current needs, and increased provision for adult education.

Answers to the questions relating to levels of education and the training required for selected occupations in the countries represented at the conference are presented in the following tables. These tables show great differences between the countries in levels of education. In the Sudan, for example, only 30.1 per cent of the elementary school age children attend school, and only two to four years of elementary school are required. In most of the developed countries, six years or more of elementary education are required, and 100 per cent of the children attend. The differences between countries in secondary and tertiary education are even more pronounced.

The training required for occupations, however, is much more similar. Professional training, for example the preparation of lawyers, physicians, or teachers, includes college or graduate level education in all the countries contributing data to this report.

TABLE 1

LEVELS OF EDUCATION - BY COUNTRY

Country	Institution	Entering and Leaving Age/ No. of Years in Attendance	Entrance Requirements	Certificates and Diplomas Granted	Sources of Support	Inspection and Supervision Agencies	% of Age Group Who Attend
				Primary			
Canada-Eng.	K. & Elem.	5-14/9 yrs.	None	None	Prov. & Local	Urban-local Rural-prov.	100%
Canada-Fr.	Elem.	6-13/7 yrs. 6-12/6 yrs.	None None but increasing pre-elem.	Elem. Dip.	Prov. & Local	Prov. Prov.	100% 100%
Hong Kong	Elem.	6-12/6 yrs.	None	Certificate	Local & private	Local Gov.	100%
India	Elem. Jr. High	6-11/5 yrs. 11-14/3 yrs.	None Pri. Cert.	Certificate Certificate	Local & St. Local & St.	St. Dist. St. Dist.	76.4% 28.6%
Israel	Elem. Pre. School	6-14/8 yrs. 5-6/1 yr.	None None	Elem. Dip.	Local & St.	St. Min. Ed.	95%
Sudan	Elem.	7-9, 10, 11/ 2-4 yrs.	None	Certificate	Cent. & Local Gov.	Prov. Ed. Off. & T. T. Coll.	30.1%
U.K.	Primary	5-11/6 yrs.	None		Munic. & Nat. 2:3	Munic. under Nat. insp.	90% public 10% private
U.S.A.	Elem.	6-14/8 yrs.	None	Elem. Dip.	Local-State, some Fed.	State Dept. of Educ.	100%
Yugoslavia	Elem.	7-15/8 yrs.	None	Elem. Dip.	Local Com.	Local	99%
				Secondary			
Canada-Eng.	Std. or spec. Secondary Sch.	13+/4-5 yrs. 18+	Complete Gr. 8. None but age	Honor & Secy. Sch. grad. dip. Local Sch. Cert.	Prov. & Loc. Some Fed.	Urban-local & prov.	90-100%

TABLE 1 (continued)

Country	Institution	Entering and Leaving Age/ No. of Years in Attendance	Entrance Requirements	Certificates and Diplomas Granted	Sources of Support	Inspection and Supervision Agencies	% of Age Group Who Attend
				Secondary (continued)			
Canada-Fr.	Secondary Sch.	13-17/4 yrs.	Elem. Dip. or private pre.-sec.	11th yr. dip.	Local Prov. private	Province	100% start 50% comp.
Hong Kong	Secondary	13-18/5 yrs.	Exam.	Sch. leaving Certificate	Local Gov.	Local Gov.	40%
India	High School Higher Secy. Multi-purpose	14-17/3 yrs.	Cert. of Middle Sch.	Sch. leaving Certificate	Local & State	St. & Dist. Gov. Agency	15.6%
Israel	Acad. Sec. Vocational Agric.	14-18/4 yrs. 14-16-18/ 2-4 yrs. 14-17-18/ 3-4 yrs.	Dip. & Ex. Elem. Dip. Elem. Dip.	Matric. or Cert. Certificate Cert. or Mat.	Graded Tuition & State	State State	85% enter
Sudan	Intermed. Sch.	11-15/4 yrs.	Elem. Cert.	Int. Cert.	Pub. & Priv.	Prov. & Tchr. Training Col.	4.4%
	Sec. School	15-19/4 yrs.	Int. Cert.	Sudan Sch. Cert.	Mainly Pub.	Min. of Ed.	2.4%
U.K.	Grammar	11-18/4-7 yrs.	Selection 20-25%	Gen. Cert. "O" at 16, "A" at 18	Munic. & National 2:3	Munic. & Central Gov. Insp.	Selected 20-25%
	Modern	11-18/4-7 yrs.	Unselected	Few	Munic. & National 2:3	Munic. & Central Gov. Insp.	Remainder less than 5% in private
	Comprehensive	11-18/4-7 yrs.	Trans. from Primary	Some	Munic. & National 2:3	Munic. & Central Gov. Insp.	
U.S.A.	High School	14-18/4 yrs.	Elem. Dip.	Secondary Diploma	Local & State & some Federal	State Dept. of Ed., Regional Accrediting Assn.	Eligible 100% Actual approx. 60%
Yugoslavia	Secondary	15-19/4 yrs.	Exam.	Sec. Diploma	Local	Local	32.2% (1962-63)

TABLE 1 (continued)

Country	Institution	Entering and Leaving Age/ No. of Years in Attendance	Entrance Requirements	Certificates and Diplomas Granted	Sources of Support	Inspection and Supervision Agencies	% of Age Group Who Attend
				Tertiary			
Canada-Eng.	University	18+-21+/3-4 yrs.	Honor Grad. Dip.	All undergrad. & grad. deg. & certs.	Prov. with some Fed. & private help	None	10%
	Tech. Inst.	18-21/3 yrs.	Sec. Sch. Dipl	Diploma	Prov.	None	
	Teachers Co.	18-19/1 yr.	Grade XIII	Cert. to Teach	Prov.	Provincial	
	School of Nursing, etc.	18-21/3 yrs.	Grade XIII	Diploma	Prov. & some Fed.	None	
Canada-Fr.	Coll. & Un.	17+/4 yrs. B.A.	11th yr. Dip.	B.A., M.A., Ph.D.	Prov. & Private Endowment	Province & Normal Schools	10%
	Pre-Univ.	18/2 yrs.	Secy. Dip.	Tech. Dip. Univ. Ent.	Province	Province	50% ?
	University	20	Univ. ent.	Licence, Superior Dip. and Doctoral	Province and priv. endowment	Province	?
Hong Kong	University	18-22/4 yrs.	Matric.	Degree. Cert. Diploma	Govt. and Endowment	Local Govt.	20%
India	College-Univ.	17-23/4-6 yrs.	Higher Secondary	Degree, Dip.	Central & State Gov. Univ. Grants Com.	UGC, State DPI, Univ.	2.4%
	Prof. Schools	17-21/4 yrs.		B.A.			
	Rural Inst.	21-23/2 yrs.	Cert.	M.A.		Communities	
Israel	Teach. Col.	18-20-21/2-3 yrs.	Matric.	Teach. Dip.	State	State	5200 Students
	Tech. Sch.	16 or 18-20/ 2-4 yrs.	Cert. Voc. Sch.	Diploma	Tuition or State	State	
	Univ. (after 2.5 army)	21-29/3-8 yrs.	Matric.	B.A.,M.A.,Ph.D.	Tuition, State Cont.	None	19,000 Students

TABLE 1 (continued)

Country	Institution	Entering and Leaving Age/ No. of Years in Attendance	Entrance Requirements	Certificates and Diplomas Granted	Sources of Support	Inspection and Supervision Agencies	% of Age Group Who Attend
				Tertiary (continued)			
Sudan	University	19-23/4-6 yrs.	Cert. & Spec. req.	Bach. Degr.	Mainly Public	Univ. Counc. & Senate	0.6%
	Colleges, Inst. & Tr. Schools	19-21-23/ 2-4 yrs.	Cert. & Spec. req.	Dip. or Cert.	Mostly Pub. UNESCO & USAID	KTI, Min. of Ed. & Ag.	
U.K.	University	18-23/3-5 yrs.	G.C.E. "A"	1st Deg. Bachelor	Private Ind., 80% Tax Sup.	Central Gov. very slight	No data
	College of Further Ed.	15±25/3 yrs.	G.C.E. "A"	1st Deg. Bachelor			
	College of Education	18-21/3 yrs.	G.C.E. "O" or higher	Cert. or B.Ed. (4 yr.)	Private Ind., 80% Tax Sup.	Central Gov. very slight	
U.S.A.	College	18-22/4 yrs. BA	Sec. Dip. plus Spec. Req.	B.A.	Munic. or state or private	Regional Accrediting Agcy. + Prof. Accrediting agencies	5-10 % approx.
	Prof. School	22-26/2-4 yrs.	B.A. plus spec. req.	M.A.	Munic. or state or private		3% approx.
	Graduate	22-26/2-4 yrs.	B.A. plus spec. req.	Ph.D.			
Yugoslavia	Higher Sch.	19-22/2 yrs.	Exam.	H.S. Dip.	Local, Prov. & Repub.	Local, Prov. & Repub.	1.1%
	High Schools & Faculties	19-23/4-5 yrs.	Exam.	H.S. & Univ. Degree	Prov. & Repub.	Prov. & Repub.	4.4%

TABLE 2

TRAINING REQUIRED FOR SELECTED OCCUPATION - BY COUNTRY

Country	Training Institution	Years of Training Required	Entrance Requirements	Point of Choice to Prepare for Entrance	Certificate or Diploma Received
Accountant					
Canada-Eng.	University	5 years	11th year pre-university		C.A.
Canada-Fr.	University	5 years after H.S. grad.	First year university	At university entrance	Bachelor of Commerce degree
Hong Kong	ACCA; CIS; Local Acctg. School	2 years	School Leaving Certificate	School Leaving Year	Prof. Dip.
India	Business School or Commerce College	3-4 years	High School Certificate	After High School	B. Com. Deg.
Israel	University evening courses	4 years	Matriculation		Diploma
Sudan	This follows the British pattern for Chartered Accountants plus local courses (ACCA)				
U.K.	In-service + part-time classes and/or correspondence	Min. 3-5; often more	G.C.E. "O"; often higher	During secondary stage	Diploma of professional organization
U.S.A.	University-Business School	2-4 years	B.A.	After B.A.	M.B.A. plus State License
Yugoslavia	Technical School	4 years	Elementary	After Elementary School	Accounting Diploma
Architect					
Canada-Eng.	1 University 2 University	6 years ?	B.A. Pre-university		Bachelor
Canada-Fr.	University	6 years	Enter School of Architecture after 3 yrs. University	At University entrance	Bachelor of Arch. degree

TABLE 2 (continued)

Country	Training Institution	Years of Training Required	Entrance Requirements	Point of Choice to Prepare for Entrance	Certificate or Diploma Received
		Architect (continued)			
Hong Kong	(In England) R.I.B.A. or Univ. in Hong Kong	5 years	Matriculation	Matriculation year	Diploma
India	School of Art or Engineering	4-6 years	H.S. Cert. with Science	After High School	B.Eng. or Arch. degree
Israel	Israel Inst. of Tech.	5 years BSc.	Matriculation		B.Sc.Msc. (7 years)
Sudan	Fac. of Eng. & Arch. University of Khartoum		School Certificate with 5 credits	After preliminary year at the Fac. of Science	B.Sc. (Arch.)
U.K.	In service & part-time classes and/or correspondence or Univ. S. of A.	3-5 (often more)	G.C.E. "O" (often higher)	During secondary stage	Diploma of professional organization or degree
U.S.A.	Univ. Sch. of Architecture	2-4 years	B.A.	After B.A.	M.Arch. plus State License
Yugoslavia	Fac. of Architecture	4 years	Secondary	After Sec. Sch.	Arch. degree
		Carpenter			
Canada-Eng.	Tech. Sch. or apprentice	Varying requirements			
Canada-Fr.	Appr. under an employer; insp. by Prov. Min. of Labor	2000 hrs. under empl. Exams set by Prov. Govt.	At least 15 years of age	Arbitrary; may enter training any time after age 15	Cert. of Appr. and cert. of proficiency
Hong Kong	Apprenticeship				
India	Polytechnic and informal appr.	It varies			
Israel	Vocational Sch.	2-4 years	Elem. School		Diploma

TABLE 2 (continued)

Country	Training Institution	Years of Training Required	Entrance Requirements	Point of Choice to Prepare for Entrance	Certificate or Diploma Received
Carpenter (continued)					
Sudan	At the different levels of technical education ranging from intermediate technical school to senior trade school				
U.K.	Trade appren. Col. of F.E. Pt. time	3-5 years	None	School Leaving probably 15	Nationally administered craft cert.
U.S.A.	No formal requirements				
Yugoslavia	School for workers	4 years	Elementary	After Elem. Sch.	Carpenter's diploma
Elementary School Teacher					
Canada-Eng.	1. Normal School 2. University	2 years or more 1 year or more	11th year pre-university		Teaching Certificate
Canada-Fr.	Normal Sch. or University	1-2 years 2-4 years	High Sch. Grad. (with university entrance)	High School	Interim Cert. 1-2 yrs.; Perm. Cert. 3 yrs.; B. of Ed. Deg. after 4 years
Hong Kong	Normal Teachers Training School	2 years	School Leaving Certificate	School Leaving year	Diploma
India	Teachers Tr. College	1-2 years	High School Cert.	After High Sch.	Teachers Tr. Certif.
Israel	Teachers Tr. College	2 (3)	Matriculation		Qual. Teachers Sr. Qual. Teachers
Sudan	Teachers Tr. College (Elem.)	2 years	Inter. School Cert. (Jr. Secondary)	Completion 1 intermediate school	E.T.T.C. Cert.
U.K.	College of Ed.	3-4 years	Broadly G.C.E. "O" level or more	During Secondary Stage	Teachers Cert. poss. B. of Ed.
U.S.A.	Teachers Col.	4 years	High School	During B.A. Program	B.A. and State Certif.
Yugoslavia	Teaching Col.	5 years	Elem. Dip.	After Elem. Sch.	Teaching Dip.

TABLE 2 (continued)

Country	Training Institution	Years of Training Required	Entrance Requirements	Point of Choice to Prepare for Entrance	Certificate or Diploma Received
			Gymnasium or Lycee Teacher		
Canada-Eng.	Does not apply				
Canada-Fr.	College Classique in Quebec	8 years after 7th grade	Grade 7	End of Elem. or during H.S. System undergoing change	Baccalaureat des Arts (Equiv. to B.A. Degree)
Hong Kong	Does not apply				
India	Does not apply				
Israel	Does not apply				
Sudan	Does not apply				
U.K.	University	One Dip. in Ed.	Broadly G.C.E. "A" Level	During Secondary stage	Subject Degree plus Dip. in Ed.
U.S.A.	Does not apply				
Yugoslavia	Faculty of Arts Faculty of Arts	2 years Lycee 4 years Gym.	Sec. Sch. Dip. Sec. Sch. Dip.	After Sec. Sch. After Sec. Sch.	Teach. Degree Teach. Degree
			High School Teacher		
Canada-Eng.	1. University 2. University	4 years or more 3 years or more	11th year pre-university	Bachelor or Master	Bachelor or Master. License
Canada-Fr.	University	5 yrs. after H.S. Grad.	H.S. Grad. with University entrance	High School or University	B. of Ed. Degree (Secondary)
Hong Kong	University	4 years	Matriculation	School leaving year	Degree
India	Teachers Tr. Coll.	1-2 years	College Degree	After College	B.T., B.Ed. Degree
Israel	Univ. & Sch. of Ed. at Univ.	B.A. + 1 yr. Educ.	Matriculation	At matriculation	Qualified High Sch. Teacher

TABLE 2 (continued)

Country	Training Institution	Years of Training Required	Entrance Requirements	Point of Choice to Prepare for Entrance	Certificate or Diploma Received
High School Teacher (continued)					
Sudan	High Teacher Tr. College	4 years	Sudan Sch. Cert.	Comp. of Sec. School	H.T.T.C. Dip.
U.K.	University	Three-Degree	Broadly G.C.E. "A" Level	During Secondary stage	Subject degree plus Dip. in Ed.
U.S.A.	Teachers College	4 years	High School	During B.A. Program	B.A. and State Certif.
Yugoslavia	Faculty of Arts	4 years	Sec. Sch. Dip.	After Sec. School	Teach. Degree
Lawyer					
Canada-Eng.	1 University 2 University	4 years 4 years	B.A. pre-university	2nd yr. college	LLB 2 Lawyer Dip. LLB 2 Lawyer Dip.
Canada-Fr.	University	6 or 7 years after H.S. Grad.	Univ. Grad. or 3 yrs. Univ.	At University entrance	Bach. of Laws Degree
Hong Kong	(In England) or Articled clerkship in Hong Kong	3 for U. Grad. 5 for H.S. Grad.	School leaving certificate	School leaving year	Diploma
India	Law College	1-2 years	College Degree	After college	LLB Degree
Israel	Law School at Univ.	4 years	Matriculation	During Univ.	LLB, LLM, (6 years)
Sudan	Faculty of Law	5 years	2 years at the Faculty of Arts or Social Studies	After the Intermediate at the F. of A. or S.S.	LLB
U.K.	As Accountant or in "Inns of Court"	3-5 (often more)	G.C.E. "O" Level (often higher)	During Secondary stage	Membership of Law Society or Bar Council
U.S.A.	Univ. Sch. of Law	3 years	B.A.	After B.A.	LLB plus State Bar
Yugoslavia	Faculty of Law	4 years	Secondary	After Sec. Sch.	Lawyer's Degree

TABLE 2 (continued)

Country	Training Institution	Years of Training Required	Entrance Requirements	Point of Choice to Prepare for Entrance	Certificate or Diploma Received
		Librarian			
Canada-Eng.	University	2 years	B.A.		Bachelor L.S.
Canada-Fr.	University	1 year after Univ. grad.	Bachelor's Degree with min. 65% ave.	University undergraduate years	B. of Library Science Degree
Hong Kong	(In England or America)	2 years	School leaving Certificate	School leaving year	Certificate
India	Col. of Libr. Science	1-2 years	College Degree	After College Degree	Dip. in Libr. Sc. Deg. in Libr. Sc.
Israel	Sch. of Library at University	1-2 years	B.A. or B.Sc.	During University	Diploma
Sudan	So far training is abroad or at an extramural or post secondary course for one year				
U.K.	Graduate entry to Library Sch. till recently - in service	3-5 years	Broadly G.C.E. "O" level or more	Secondary	Library Assn. Dip. Chartered Librarian
U.S.A.	Univ. School of Library Science	2 years	B.A.	After B.A.	M.L.S.
Yugoslavia	School for Libr.	4 years	Elementary	After Elem. School	Librarian Diploma
		Physician			
Canada-Eng.	University 1 and 2	5 years	B.A. University entrance	2nd year college	M.D.
Canada-Fr.	University Medical School	7 years after high school graduation	Min. Schol. average of 65%	University entrance	Doctor of Med. Degree
Hong Kong	University	6 years	Matriculation	Matric. year	M.D., B.S. Deg.
India	Medical College	6 years approx.	Inter. Science or pre-medical	9th grade	M.B., B.S., and M.D. Degree

TABLE 2 (continued)

Country	Training Institution	Years of Training Required	Entrance Requirements	Point of Choice to Prepare for Entrance	Certificate Diploma Received
Physician (continued)					
Israel	Med. School - University	7 years	Matric. exam. & Competitive exam.		M.D.
Sudan	Faculty of Med. U. of K.	6 years	School Cert. with 5 credits	Comp. of Preliminary year at Univ.	B.Sc. Med.
U.K.	Univ. and hosp. intern.	6 years	Broadly G.C.E. "A" level	During secondary stage	Degree in Med. and Surgery
U.S.A.	Univ. Med. School	4 years plus 1 yr. intern	B.A.	Early in B.A. program	M.D. and State License
Yugoslavia	Medical Faculty	5 years	Entrance Exam.	Grad. from Secondary School	Med. Degree
Skilled Factory Worker					
Canada-Eng.	Tech. Schools	2-5 years	Elemen. Dipl		
Canada-Fr.	Apprenticeship. Inspection by Prov. Min. of Labor	2000 hrs. under empl. Exams set Prov. Govt.	At least 15 years of age	Arbitrary; may enter training any time after age 15	Certificate of App. and Cert. of Proficiency
Hong Kong	Tech. College	2 years			
India	Formal as well as informal training	It varies			
Israel	Vocational School	3 or 4 years	Voc. Sch. Cert.		Diploma
Sudan	Inter. Tech. Sch. and similar Inst.	4 years	Elem. Sch. Cert.	Comp. of Elem. School	Intermediate Sch. Cert. or other Cert.
U.K.	College of further Education	5 (?) largely part-time study	Colleges assessment	After entry to work	National (poss. higher Nat. Cert.)

TABLE 2 (continued)

Country	Training Institution	Years of Training Required	Entrance Requirements	Point of Choice to Prepare for Entrance	Certificate or Diploma Received
Skilled Factory Worker (continued)					
U.S.A.	No formal requirements				
Yugoslavia	School for Workers	3-4 years	Elementary	After Elem. School	Skill. Work. Dip.
Veterinarian					
Canada-Eng.	1 University 2 University	4 years ?	? ?		Vet. Doctor
Canada-Fr.	University	4-5 years	H.S. Grad. with Univ. entrance	At University entrance	Doctor of Veterinary Med.
Hong Kong	University in England				
India	Col. of Veter. Science	2-4 years	High School Cert. with Science	After High School	B.Vet.Science Degree
Israel					
Sudan	Faculty of Vet. Sc. Univ. of Khartoum	5 years	School Cert. with 5 credits	After Pre. year at Fac. of Science	B.V.Sc.
U.K.	Similar to Physician	6 years	As Physician	During Secondary stage	Degree
U.S.A.	Univ. Sch. of Vet. Medicine	4 years	B.A.	During B.A. program	D.U.M. plus state license
Yugoslavia	Fac. of Veter.	4 years	Secondary	After Sec. Sch.	Veter. Degree

The Field of Adult Education and the Institutions Involved

Philosophy and goals, evolving patterns, official role of institutions, professionalization

(Chapter I, Section 3, a, b, d, and e, p. 13)

The following tabulations summarize the data from Working Paper Number II, "Background Information about Adult Education."

Question 1. What kind of adult education is most badly needed in your country at this time? (Chapter I, Section 3, e, p. 13)

Country	Kind of Education Needed					
	Technical Professional	Vocational	Literacy	Remedial	Civic	Leisure
Canada-Eng.	1					
Canada-Fr.	1	1				
Hong Kong		1				
India			1			
Israel	1			1		
Puerto Rico	1	1			1	
Sudan	1	1	1			
U.K.	1					1
U.S.A.		1	1			
Yugoslavia		1	1			
Total	6	6	4	1	1	1

Among those countries responding to Question 1 in Working Paper Number II, the most pressing adult education needs are Technical and Professional education (6), Vocational education (6), and Literacy education (4).

Cultural factors influence the needs in some of the countries, such as Israel, where the large numbers of heterogeneous immigrants require remedial education, and Puerto Rico, emerging from colonial status, which sees the need for education for civic, political, and community competence.

Only one country, the United Kingdom, mentioned the need for education for the effective use of leisure, although this is bound to be needed more and more in all highly developed countries.

Advanced countries such as the United States share a common need for literacy education with less developed countries such as India and the Sudan, but the predominant adult education need is for the vocational, technical, and professional education essential for achieving national goals in the technological age.

Question 2. What kinds of adult education do you feel are being carried on most successfully in your country now? (Chapter I, Section 3, e, p. 13)

Country	Kind of Education					
	Literacy	Professional Managerial Industrial	Vocational	Fundamental	Liberal	Community resp.
Canada-Eng.*			1		1	
Canada-Fr.		1				
Hong Kong		1	1			
India			1			
Israel	1			1		
Puerto Rico			1	1		1
Sudan	1			1		
U.K.		1	1		1	
U.S.A.†		1			1	
Yugoslavia		1				
Total	2	5	5	3	3	1

*Canada-Eng. - Specifically, the retraining and upgrading of workers, and rehabilitation of the injured.

†U.S.A. also mentioned recreational and religious education.

While the answers to Question 1 suggest that the most urgently felt need is for technical and vocational education, the answers to Question 2 suggest that this also is the area most successfully carried on in several countries. In general, it is the more developed countries which are conducting successful programs in professional, managerial, and industrial education, while the developing countries of Israel, Puerto Rico, and the Sudan are most successful in literacy and fundamental education. Vocational education programs are conducted successfully by both types of countries, while liberal education programs are mentioned only by the advanced systems of Canada, the United Kingdom, and the United States. Only one country, Puerto Rico, mentioned education for community responsibility.

Question 3. What are the greatest obstacles to the development of an even larger and better adult education program in your country? (Chapter I, Section 3, e, p. 13)

Country	Kinds of Obstacles						
	Funds	Trained Teachers	Facilities	Priority	Professional	Political Conflicts	Other
Canada-Eng.	1			1		1	1
Canada-Fr.	1	1					
Hong Kong	1		1				
India	1	1		1			1
Israel	1						
Puerto Rico	1	1					1
Sudan	1						1
U.K.	1	1	1		1	1	
U.S.A.	1			1			
Yugoslavia	1	1					
Total	10	5	2	3	1	2	4

It is clear from the answers to Question 3 that by far the greatest obstacle to the development of adult education programs is the lack of funds. All countries mentioned this factor. Five countries also mentioned the lack of trained teachers. Other obstacles mentioned ranged from the lack of adequate facilities to the need for professionalization, political conflicts, lack of voluntary agencies, and restrictive practices of trade unions, to the lack of interest among the nomadic peoples of the Sudan.

Developing countries and advanced countries alike felt the need for funds and trained teachers, suggesting that this is the area in which improvement is needed even in the most affluent nations.

Question 4. What kinds of people are being most effectively reached in your country through adult education programs? (Chapter I, Section 3, e, p. 13)

Country	Types of People						
	Illiterates	Workers	Employees	Middle Class	Farmers	Professional	Others
Canada-Eng.				1	1	1	
Canada-Fr.				1			1
Hong Kong			1			1	
India - none							
Israel	1	1		1			1
Puerto Rico		1		1	1		
Sudan	1		1	1			
U.K.			1			1	1
U.S.A.		1		1	1		
Yugoslavia			1			1	
Total	2	2	4	6	3	4	3

The adult education consumer in the countries reporting for this conference appears to be vocationally oriented. Most of the responses fall into the categories of workers, employees, farmers, and professionals (13). The next largest group is "middle class," a rather ambiguous category which might be expected to include those learners who pursue education for pleasure or as a leisure-time activity as well as those who have professional or other work-related goals.

Among the "other" answers, French Canada mentioned city people as a group effectively reached, the United Kingdom mentioned housewives of a social status corresponding to teachers and higher clerical employees and professionals, and Israel mentioned soldiers. Two countries, Israel and the Sudan, reported that they were effectively reaching illiterates.

Question 5. In very broad terms, what kind of a person are you trying to develop through adult education? (Chapter I, Section 3, b, p. 13)

Country	Type of Person			
	Economic Effect	Liberally Educated	Politically Effective	Personally Effective
Canada-Eng.	1	1	1	1
Canada-Fr.	1	1		
Hong Kong	1	1		
India		1		1
Israel	1			
Puerto Rico	1		1	1
Sudan			1	1
U.K.	1			1
U.S.A.	1		1	1
Yugoslavia	1		1	1
Total	8	4	5	7

The answers to this question indicate again that adult education is geared primarily to the achievement of economic goals. Economic effectiveness is mentioned by eight of the ten respondents as an objective, and the responses to other questions indicate that for India and the Sudan also this is an important objective. All the countries reporting, however, indicated that they had other goals, and while they are phrased differently by the representatives of different countries, they are in essence very similar. The development of the individual's own powers so that he can be a contributing member of his social and political systems as well as his economic system is the objective of all the countries reporting.

Question 6. Who carries on the majority of adult education in your country? (Chapter I, Section 3, a, p. 13)

Country	Type of Agency			
	Government	Universities	Volunteer Agencies	Non-government
Canada-Eng.	1			1
Canada-Fr.				1
Hong Kong	1	1	1	
India	1			
Israel	1			
Puerto Rico	1			
Sudan	1			
U.K.		1	1	
U.S.A.				1
Yugoslavia				1
Total	6	2	2	4

It is clear from the responses to this question that the government sponsors most education programs in the countries reporting. Even in those cases where non-governmental agencies were cited as being responsible for these programs, such as Yugoslavia and the United Kingdom, funds are provided by the state.

Question 7. **In broad terms, is adult education primarily a concern of the regular schools or of some other kind of institution in your country? (Chapter I, Section 3, a, p. 13)**

Country	Type of Institution					
	Regular Schools	Volunteer Agency	Government Agency	Universities	Labor Agency	Other
Canada-Eng.	1	1	1	1		
Canada-Fr.	1					
Hong Kong		1	1	1		
India		1	1			
Israel			1		1	1
Puerto Rico	1		1			1
Sudan			1	1		
U.K.	1	1		1		
U.S.A.						1
Yugoslavia	1					1
Total	5	4	6	4	1	4

The responses to Question 7 indicate that the regular schools and government agencies provide most of the adult education programs in the countries reporting. Voluntary agencies and universities are mentioned by four countries each. Israel included the army as an agency concerned with adult education; Puerto Rico, Yugoslavia, and the United States answered that adult education is primarily a concern of other institutions, without specifying which ones.

Question 8. Is there any kind of national association of workers or professionals in adult education in your country? (Chapter I, Section 3, d, p. 13)

Country	Yes	No	In Process or Planning
Canada-Eng.	1		
Canada-Fr.	1		
Hong Kong		1	
India	1		
Israel	1		
Puerto Rico			1
Sudan			1
U.K.	1		
U.S.A.	1		
Yugoslavia	1		
Total	7	1	2

Most of the countries reporting either have now, or expect to have soon, a professional association for adult educators. Two of the countries, the United Kingdom and the United States, reported thàt they have several such groups.

Question 9. What is the role of the university? (Chapter I, Section 3, a, p. 13)

Country	Traditional	or	Agency for Change	Extend Campus	or	Central Campus	Elite	or	All Citizens
Canada-Eng.	1					1	1		
Canada-Fr.	wants to be both					1			1
Hong Kong	1					1	1		
India	1					1	1		
Israel	1					1	1		
Puerto Rico	1			1					1
Sudan			1	1					1
U.K.		neither				1			1
U.S.A.			1	1					1
Yugoslavia			1	1					1
Total	5		3	4		6	4		6

While the traditional university with its focus on the centralized campus still seems to be the kind most often found in the countries reporting for this survey, more than half (6) also reported a primary concern for the education of all citizens. Some interesting comments indicated that even in those universities with a primary concern for the education of an elite, the university recognizes responsibility for a broader segment of the population by sponsoring extramural efforts. Others commented that while the universities themselves are somewhat apart from their communities, adult education programs are carried out into the community by extension courses, TV, and radio.

Question 10. Please let us have your ideas about any other social, political, economic, or cultural factors in your country which you think have had some influence on the kind of adult education programs and activities which characterize your country. (Chapter I, Section 3, e, p. 13)

Canada - English. Greatly increased federal grants have resulted in plans for an extensive network of community colleges. The geographical expanse, the primary industries predominant in the past, and the multi-cultural population require a variety of interests and methods, e.g., extensive need for mass media.

Canada - French. Montreal is a crossroads of French, British, and American influences, which we are apt to understand and pool together. Other factors are the recent industrial expansion of the Province, massive urbanization of the population, political evolution and trends.

Hong Kong. This is a colony, and the educational policy is controlled by British colonial administrators who may or may not be completely conversant with the needs of the people. Adult education is only a very minor section of the total picture. With native Chinese gaining ascendancy in the education field, it is expected that greater variety will result in adult education.

India. Adult education programs are not effective at present. These programs are ill-organized, ill-financed, and ill-staffed. After independence in 1947 government control of state has undertaken most of the adult education program. Very little voluntary initiative exists.

Israel. Because of the need to maintain military strength simultaneously while absorbing a large number of heterogeneous immigrants, the Israeli Army has been used as an instrument for adult education to a degree not usually found. In addition, the Israeli Federation of Labor has responsibility for adult education programs.

Puerto Rico. The confluence of the Latin and North American cultures and the rapid economic and political development of the island have affected adult education.

Sudan. Positive: Islam stressed the importance of education from the cradle to the grave, the drive for development, and the keenness to improve one's lot through education. Negative: The consequences of underdevelopment, long colonial rule, mild social segregation of women, family dependence on children for help, and the fact that we cannot offer compulsory education for all children.

United Kingdom.

a. Traditional divorce of elite and popular education.

b. Parallelism in provision of academic and vocational higher education.

c. Religious (non-conformant) influences in contrast to Marxism on development of labor and trade union movement in the late 19th and early 20th century. Provided bases for early university W.E.A. cooperation.

United States. A pervading sense of economic and social mobility has had an influence. Immigration has had a role through the introduction of Americanization and basic education instruction.

Yugoslavia. Social changes in Yugoslavia, especially social self-management since 1950, have had an immense influence on the development of adult education and the structure of systems of adult education. Faster economic development also contributed to the growth of adult education. The present situation in Yugoslavia, called "Economic Reform," requires many programs of professional adult education.

The summary data in this report are expanded in the individual national reports which follow as Chapters III through VII.

Chapter III

NATIONAL REPORT: HONG KONG

Cultural and National Background

History. Until 1841 the island of Hong Kong was a sparsely populated bit of land whose inhabitants were mainly fishermen and pirates. But in that year it was seized by an England naval party in the course of Anglo-Chinese hostilities over trade agreements. Two years later a treaty between the two nations declared Hong Kong a British colony and a free port. In further treaties the Chinese granted the adjacent Kowloon peninsula to the British (1860) and leased to them for 99 years the New Territories, a larger mainland area together with 235 nearby islands (1899). The present-day colony of Hong Kong includes these additional regions as well as the original island. Since its founding the colony has had steady growth as both a center of population and of world trade, interrupted only temporarily by Japanese occupation during World War II.

Geography. Kong Kong lies on the southwest coast of China. Its territory, scattered over several hundred islands and stretched on the adjacent mainland, covers 398 square miles. The area is rugged and irregular with hills, mountains, ravines, and peninsulas. With the exception of districts around Yen Long in the Deep Bay area, the soil is generally thin, rocky, and infertile. Annual rainfall is irregular creating severe water shortages in some years; however construction of reservoirs has alleviated this problem.

Demography. Hong Kong's population was estimated to be 3,739,900 in 1964. Over 99 per cent are Chinese, and most originate from Kwangtung, the Chinese province which borders on Hong Kong. About half the urban population now are citizens of Hong Kong by birth, but in almost all the outlying regions immigrants outnumber the indigenous population. There are four main groups among the indigenous people: the Cantonese and Hakka who are land-dwellers, and the Tanka and Hoklo who are sea-dwellers. Each of these communities is distinct in appearance, customs, and dialect.

Religion. Adherents to a great variety of religious practices are found among the Hong Kong population. Among the faiths observed are a variety of traditional Chinese beliefs, Taoism, Confucianism, Buddhism, Islam, Hinduism, Judaism, and the creeds of numerous Christian sects. Many of these faiths do not require exclusive allegiance, so that a single individual may follow more than one of them.

Culture. Hong Kong is a crossroads society. As a major tourist, refugee, and trading center, it is a place where persons from varied cultural backgrounds mingle. In this colony the East meets the West, the old meets the new.

The population indigenous to Hong Kong customarily live in villages of one or several clans. The vast numbers of immigrants since World War II have crowded the colony, compelling hundreds of thousands to live in squatter communities despite the government's major housing development efforts. The strong traditional family system with its sense of mutual responsibility is breaking down, as families are divided and individuals find themselves in keen competition with others merely to acquire the essentials for existence.

Politics. Hong Kong is a colony of the United Kingdom. Its constitution provides for a Governor, an Executive Council, and a Legislative Council, all selected upon the instructions of the Sovereign and the Secretary of State for the Colonies. The Executive Council, which advises the Governor on all important issues, consists of five ex officio and seven nominated members, three of whom are now Chinese. The Legislative Council, to whom the Governor must turn for advice and consent in his formulation of laws for the colony has 12 ex officio members and 13 nominated members, nine of whom are now Chinese. Though most governmental positions are filled by appointment of the colonial government, certain urban and village representatives are selected by secret ballot.

Economics. No longer simply an entrepot, Kong Kong has become an industrial economy primarily dependent on exports. Half of all workers are employed in manufacturing, and of these 42 per cent work in the textile industry.

As a colony Hong Kong is self-supporting except for its external defense which is partially subsidized by Great Britain. Britain's current contribution is about one million pounds a year.

International Relations. Hong Kong is of great strategic importance. Not only is this British colony a major international free port, but it also stands as a Western enclave in the vast Chinese Communist mainland. Speculation is common about how long China will permit Hong Kong's existence to go unchallenged. Even if a direct take-over is not attempted, there is the question of what will happen in 1998 when Britain's 99-year lease of the New Territories, which comprise 92 per cent of Hong Kong's land area, expires.

Total Educational Enterprise

Philosophy and Attitudes toward Education. Chinese culture has traditionally held in highest esteem the "gentleman-scholar." Though today's curriculum is less philosophical and literary and more technological and practical, the higher levels of skill and knowledge necessary for successful participation in modern society reinforces the traditional esteem in which education is held.

Statistical and Factual Data. In Hong Kong students enter a five-year primary program at age seven. Upon completion of this program, students take the Secondary School Entrance Examination. Those students who fail this examination are admitted to a special one- or (where facilities are available) two-year secondary program, so they may continue to study until they are 14, the minimum legal age for employment.

Those who pass may enter one of three types of secondary schools: Anglo-Chinese grammar schools, Chinese middle schools, or secondary technical schools. About two-thirds of all students attend the five-year course of the Anglo-Chinese grammar schools where instruction is in English. Many students prefer this type of education because fluency in English is prerequisite to most professional, governmental, and commercial positions. Anglo-Chinese grammar schools prepare their students for the matriculation examinations of the University of Hong Kong and the Chinese University of Hong Kong, or for the ordinary level of the University of London's General Certificate of Education. If a successful student chooses to continue studying for two sixth-form years, he may sit for the General Certificate of Education at the advanced level.

Most other secondary students attend a six-year course at the Chinese middle schools, where instruction is in Chinese. Upon completion of their studies, students take the Hong Kong Chinese School Certificate Examination. If successful, they may continue on to the Chinese University of Hong Kong, a teacher training college, or the Technical College.

Only a few students attend the five-year English-Language course of the secondary technical schools. The curriculum prepares students for General Certificate Examination, ordinary level. Those who pass usually go on to the Technical College.

On page 50 is a chart describing the present levels of education under the system.

Preparation for Employment. Although three-fourths of Hong Kong's children are now receiving some primary school education, most (at least two-thirds) leave school by 14, often to seek employment. Any further education is received in evening classes, by in-service training, or through practical experience.

Some types of occupation, however, require years of training. The chart on page 51 shows the type of preparation normally required for a variety of occupations.

Immediate Educational Needs. An expansion of plant facilities. With housing at a premium, Hong Kong schools normally have two and sometimes three sessions per day to accommodate all the pupils.

Educational Finance. Half of all schools in Hong Kong are entirely privately owned and financed. Only a sixth are government schools, although the government does partially subsidize the remaining third. In 1963-64 the government devoted 14 per cent of its total budget to education (approximately $33,250).

LEVELS OF EDUCATION

Level of Education	Institution	Entering and Leaving Age/ No. of Years in Attendance	Entrance Requirements	Certificates and Diplomas Granted	Sources of Support	Inspection and Supervision Agencies	% of Age Group Who Attend
Primary Elementary School	School	6-12 or 7-12	None	Primary School Certificate	Local government and private	Local government	100%
Secondary Secondary School	School	13-18	Examination	School Leaving Certificate	Local government and private	Local government	40%
Tertiary University	University	18-22	Matriculation	Degree Certificate Diploma in various subjects	Partly government subvention and partly endowment		?

TRAINING REQUIRED FOR SELECTED OCCUPATION

Occupation	Training Institution	Years of training required	Entrance requirements	Point of choice to prepare for entrance	Certificate or Diploma received
Physician	University	6	Matriculation	Matriculation year	M.B.B.S. degree
Elementary School Teacher	Normal Teacher Training School	2	School Leaving Certificate	School leaving year	Diploma
High School Teacher	University	4	Matriculation	School leaving year	Degree
Gymnasium or Lycee Teacher					
Accountant	ACCA; CIS; local accounting school	2	School Leaving Certificate	School leaving year	Professional diploma
Architect	(in England) R.I.B.A. or University in Hong Kong	5	Matriculation	Matriculation year	Degree
Lawyer	(in England) or Articled clerkship in Hong Kong	3 for Grad. of Univ. 5 for High School Grad.	School Leaving Certificate	School leaving year	Diploma
Veterinarian	University in England				
Skilled Factory Worker	Technical College	2			
Librarian	(in England or America)	2	School Leaving Certificate	School leaving year	A.L.A. Certificate or MLS (American)
Carpenter	Apprenticeship	?			

Field of Adult Education

Role of Various Institutions. Hong Kong's twelve Adult Education and Recreation Centers have a diverse offering of primarily recreational and cultural courses. Perhaps two-thirds of all adult students attend one of these classes.

Another quarter of the students attend the Evening Institute sponsored by the Education Department of the Government. The Evening Institute's courses are designed to let students make up educational deficiencies and to qualify for better jobs.

Adults with a Chinese or English School Certificate may enroll in the Evening School of Higher Chinese Studies' three-year course that leads to a diploma. Usually teachers participate in this program.

The Extramural Departments of the University of Hong Kong and the Chinese University of Hong Kong offer numerous courses. These extramural programs make university-level instruction more widely available despite the general university attitude of confining itself to the concerns of an intellectual elite.

Voluntary agencies provide some amount of "public-lecture" type activities.

The following charts provide an overview of the current adult education programs in Hong Kong.

ADULT EDUCATION PROGRAMS

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
		Fundamental and Literacy			
Remedial: general background classes	Adult Education Department (of the government)	Fees (highly subsidized)	Teachers	Adults of all types	In the thousands
Fundamental: general background courses	Adult Education Department	Fees (highly subsidized)	Teachers	Adults of all types	In the thousands
Literacy: literacy classes	Adult Education Department	Fees (highly subsidized)	Teachers	Adults of all types	In the thousands
		Vocational, Technical, and Professional			
Hotel waiters training	Rotary Club	Fees and loans	Teachers	Hotel waiters	200
Technical training (mechanics, etc.)	Technical Colleges (government)	Fees and government subsidy	Teachers	Students who have completed Forms 3, 4, or 5	3,000
Accountancy, secretarial practice, general law	Extra-mural departments	Fees	Teachers	Clerical and general office workers	200

2

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Vocational, Technical, and Professional (continued)					
Business technics (typing, bookkeeping, etc.)	Commercial schools	Fees	Teachers	Clerical and general office workers	Several thousand
Management training	Management Association	Fees	Teachers and people in industry	People in industry	Several thousand
General interest courses in banking, import-export trade, etc.	A bank's educational section	Bank's support	People employed in banking and teachers	All types of adults	Several thousand
Police training	Police	Government support	Teachers	Police	Several hundred
Health, Welfare, and Family					
Loosely scattered lectures on family planning, dental care, etc.	YMCA, YWCA, Family Planning Association	Usually lectures free, supported by various organizations	Teachers	All types of adults	Unknown
Domestic Economy courses	YWCA	Usually free, with support from YWCA	Teachers	Women	Unknown

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Civic, Political or Community Competence					
Public administration course Parliamentary procedure course	Extra-mural departments	Fees	Teachers	All types	Hundreds
Effective social participation course	Extra-mural departments	Fees	Teachers	Women	50/60
Civics	Adult education Department (government)	Fees (highly subsidized)	Teachers	All types	Hundreds
General lectures on government, civic topics, etc.	United Nations Association	Free	Various	All types	Hundreds
Self-Fulfillment and Self-Realization					
Various cultural courses in philosophy, history, art, literature, etc.	Extra-mural departments	Fees	Teachers	All walks	Thousands

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Self-Fulfillment and Self-Realization (continued)					
Lectures on cultural topics (public lectures	Various voluntary associations (British Council, Goethe Institute, Alliance Française, Libraries, etc.)	Usually free lectures Support by these associations	Various Teachers	All types Various	Thousands No figures
Religious subjects	Various religious organizations	Free (support from these organizations	Various	Various	Unknown

Professionalization of the Field. There is no association of workers in adult education.

Institutional Activity. Adult educators in Hong Kong want to help the individual to obtain better employment by teaching him technical skills and advanced methods in management, and to develop himself personally through a broad liberal arts program.

Professional training, professional refresher courses, and vocational training are the types of programs that are now being carried on most successfully. Teachers and office workers are among those most effectively served by current programs.

Despite the outstanding features of the present vocational training program, the demands of the growing industrial sector make vocational education still the area of adult education most in need of expansion. Lack of funds, and a consequent lack of housing, limit further program development.

Evolving Patterns of Adult Education. The fact that Hong Kong is a colony directed by British administrators who do not always understand the needs of the people has been only a minor issue in the development of an extensive and diversified adult education program. As instruction in Chinese is expanded, greater numbers of people will be participating in adult education—for job advancement and for pleasure.

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Chapter IV

NATIONAL REPORT: INDIA

Cultural and National Background

History. There were four main periods in the development of India. The first was the Hindu era of ancient times. During this period education was primarily for religious purposes and was highly informal. Next came the period following the Moslem invasion, when all education was connected with the Islamic religion and when universities were first developed. The third period began in the eighteenth century under British rule. During this time India came into contact with Western civilization, and this resulted in the introduction of scientific education and liberal education. The British period was followed by the indigenous Indian period, during which Gandhi developed his ideas of social work and basic education in India, aimed at helping people to claim independence and to use their independence responsibly. Independence was achieved in 1947, and since that time a series of five year plans for national development have been implemented.

When India achieved independence, cultural, religious, and political differences led to partition into two territories, India and Pakistan. This was followed by bloodshed and migration, with more than seven million Muslims leaving India for Pakistan and even greater numbers of Hindus leaving Pakistan for India. Conflicts between India and Pakistan have not yet been resolved.

Since independence India has attempted to increase agricultural production and to develop the country industrially; to maintain a political role as a neutral country seeking conciliation between the Communist and Western worlds; and to develop her loose federation of heterogeneus states and tribes into a unified, modern nation.

Demography. India is second only to China in population, with an estimated 500,000,000 inhabitants in 1966. Furthermore its rate of increase between 1951 and 1961 was 21.49, with some provinces showing rates as high as 32.94. There are many racial and ethnic types represented in the population, and a tremendous variety of cultural patterns ranging from semi-nomadic forest dwellers to the highly advanced industrial city dwellers of Bombay or Calcutta. Indians speak hundreds of different dialects and languages.

The population is predominantly rural, with about 70 per cent of the population directly dependent on agriculture for a living. Life expectancy is relatively short, and more than 40 per cent of the population is under fifteen years of age. The birth rate in 1961 was 41.7, and although the death rate was also high, it was declining, thus leading to a rapid rate of natural increase. Because of this population growth, India has made family planning activities a cabinet level department of government, and a large part of adult education activities in India is connected with family planning.

Religion. The dominant religion in India is Hinduism, but there are many sub-groups who practice distinctive types of that religion. Religious groupings also provide cultural and social definitions, and prescribe the patterns of daily activities which the people pursue. About 10 per cent of Indians are Muslims, and 2.3 per cent are Christians.

Geography. The irregular triangle which is the sub-continent of India begins above the equator in the Indian Ocean, and reaches to the Himalayas in the north. It includes mountains and deserts, rich farm land, forests, plains, and plateaus, with annual rainfall varying from the wettest in the world to almost the dryest. Most of India is subtropical and it is traversed by rivers, many of which dry up after the monsoon and so cannot be used for navigation. Some of the regions of India are struck periodically by drought, causing crop failures and food shortages in a land which is already low in per capita food production.

Culture. India's culture is rich and complex, and is made up of many regional and local patterns. Most Indians still observe the rules of their caste communities, although some of the more cosmopolitan Indians now feel a broader national identity. Since independence the Congress has outlawed some statuses and practices, such as untouchability, polygamy, and purdah. Women remain unemancipated in most of the country, however. Regional differences are pronounced, as are the differences between rural and urban groups.

The cultural patterns in India have developed over thousands of years. Music, art, the dance, and literature are highly developed and distinctive, as are native crafts. Many Indians still create brass, wood, and woven products using the designs and methods handed down through countless generations.

Politics. India is a constitutional democracy, with a bicameral parliament and an executive branch composed of the president, vice-president, and council of ministers. Representatives to one of the houses are elected indirectly from the representatives to the state legislatures; the other house is elected directly by the people from the candidates nominated by the political parties. State government representatives are also directly elected.

Before independence the parties joined in a national movement to achieve autonomy in the Indian National Congress, but since then they have split up and there are a large number of parties, including the Congress Party, Socialists, Communists, and others.

The national government has ministries of education, agriculture, and family planning, and has undertaken ambitious education plans in order to improve agricultural production, increase industrial output, slow the rate of population increase, and improve the conditions of life for all Indians.

Economics. India is primarily an agricultural country, with 80 per cent of the people living in villages and depending on agriculture for their income. Methods of farming are traditional, and most of the land is divided into very small plots, resulting in low productivity. The recent five-year plans for economic development have resulted in some industrialization, but the increase in population has absorbed most of the increases in output. In order to deal with this situation India has invested a relatively large proportion of its national budget to education, including agricultural extension programs, literacy education, vocational education, and family planning.

International Relations. India has had trouble in the North, both with Pakistan over the issue of Kashmir, and with China over disputed borders, but the role she chooses in international relations is that of the peacemaker and conciliator. In the U.N. India has played an important part as a non-aligned and neutral country forming a buffer between the East and West.

Total Educational Enterprise

Philosophy and Attitudes Toward Education. Ancient inscriptions on stone and copper attest to the early origins of education in India. Although in earlier periods education was a religious obligation in several classes of Indian society, learning was confined after the seventh century B.C. to the Brahmans. For them it was part of their preparation for the priesthood. However, the eventual rise of Buddhism and Jainism and the importation of Islam by the Moslem conquerors brought access to education to a broader segment of the population.

In 1813 the British East India Company first made provision to support education. The system of education which subsequently grew out of these provisions was patterned on that of England and was conducted in English. The purpose of this system was to train future clerks and government employees.

Since independence in 1947, the Indian government has striven to make education available to as many citizens as possible. The immensity of the task of educating all of India's people, coupled with scarcity of resources, presents a major challenge to India's educators.

Statistical and Factual Data. In India education is primarily the responsibility of the state governments. The duration of primary education is four or five years, beginning at age six or seven, depending on the state. Although the constitution urges free, compulsory, universal primary education, sufficient facilities do not yet exist.

Middle and high schools now last from three to five years. Satisfactory performance on the School Leaving Certificate examination at the end of the secondary program enables the student to proceed to three to five years of university or specialized technical training.

Instruction in most schools is now done in the official language, with Hindi a compulsory subject for all and English an elective. But on the primary level, instruction is offered in the mother tongue, though study of the regional language is required, if it is different from the mother tongue.

On the following page is a chart describing Indian education.

Preparation for Employment. Three-fourths of India's population (in 1961) is illiterate. Any work training that has been received has been obtained by demonstration and on-the-job experience. Seventy per cent of the Indians are farmers, and most have learned their skills from their fathers.

On page 64 is a chart showing the training that is usual for a variety of other occupations.

Immediate Educational Needs

1. To achieve widespread functional literacy through provision of free, universal, compulsory primary education, and of fundamental "social" education for adults.
2. To improve technical education so that industry and technological projects will have the skilled manpower they need to be successful.
3. To provide for better quality and greater relevance in university education.

Educational Finance. Almost two-thirds of the total educational expenditure (totaling 335.5 crores of Rs. in 1960-61) is borne by the state governments. The remainder of the cost is met by local governments, school fees, donations, and endowments.

Field of Adult Education

Role of Various Institutions. Adult education in India is primarily "social education," undertaken by the Central or State government. Very few adult education programs have been undertaken on private initiative, except in urban areas.

The purpose of social education is to provide training in crafts, health and sanitation, as well as literacy. Because most Indians are farmers, these programs concentrate on the skills and knowledge relevant to agriculture. Primary responsibility for these programs lies with the Ministry of Community Development.

Some states have opened social education centers. Social caravans consisting of four large trailers containing a mobile theatre, library, and lecture room travel from village to village. Some colleges and uni-

LEVELS OF EDUCATION

Level of Education	Institution	Entering and Leaving Age/ No. of Years in Attendance	Entrance Requirements	Certificates and Diplomas Granted	Sources of Support	Inspection and Supervision Agencies	% of Age Group Who Attend
Primary	Elementary or Primary Schools	6-11/5 yrs.	None	Certificate	Local and State	State, District, Tehsil or Taluka	76.4%
Middle	Junior High School	11-14/3 yrs.	Primary School Certificate	Certificate	Local and State	State and District	28.6%
Secondary	High School, Higher Secondary, Multi-purpose Schools	14-17/3 yrs.	Certificate of Middle School	School Leaving Certificate	Local and State	State and District Government Agency	15.6%
Tertiary (Undergraduate and graduate level)	Colleges, Universities Professional Schools, Rural Institutes	17-23 17-21 B.A. 21-23 Master's Level	Higher Secondary Certificate	Degree, Diploma, etc.	Central Government and State Government, U.G.C. (University Grants Commission)	U.G.C., State D.P.I., University Committees to inspect affiliated colleges	2.4%

TRAINING REQUIRED FOR SELECTED OCCUPATION

Occupation	Training Institution	Years of training required	Entrance requirements	Point of choice to prepare for entrance	Certificate or Diploma received
Physician	Medical College	About 6 years	Intermediate Science or pre-medical	9th grade in school	M.B.B.S. and M.D. Degree
Elementary School Teacher	Teachers Training College	1-2 years	High School Certificate	After High School	Teacher Training Certificate
High School Teacher	Teachers Training College	1-2 years	College Degree	After College	B.T., B.Ed. Degree
Gymnasium or Lycee Teacher					
Accountant	Business School or Commerce College	3-4 years	High School Certificate	After High School	B.Com. Degree
Architect	School of Architecture or Engineering	4-6 years	High School Certificate with Science	After High School	B.Eng. or Arch. Degree
Lawyer	Law College	1-2 years	College Degree	After College	L.L.B. Degree
Veterinarian	College of Vet. Science	2-4 years	High School Certificate with Science	After High School	B.Vet. Science Degree
Skilled Factory Worker	Formal as well as informal training	It varies			
Librarian	College of Library Science	1-2 years	College Degree	After College Degree	Dip. in Lib. Sci. Degree in Lib. Sci.
Carpenter	Polytechnic and informal apprenticeship	It varies			

versities, despite their traditional concern exclusively with the intellectual elite, are now conducting a variety of extension courses.

The charts on the following pages provide an overview of present adult education programs in India.

Professionalization of the Field. India has an active Adult Education Association which publishes a monthly journal Adult Education.

Institutional Activity. The aim of adult education in India is to produce a literate, enlightened population. Though labor education is being carried on more successfully than other programs, adult education programs are not in general being conducted effectively at present. Efforts since independence have been ill-organized, ill-financed, and ill-staffed.

Literacy is the most urgent present need. But a lack of trained teachers, a lack of funds, the low priority given adult education by the government, and a lack of voluntary organizations able to provide adult education have resulted in a failure to establish an effective adult education program in India.

Evolving Patterns of Adult Education. India's philosophy of social education has developed the notion of combining the learning of relevant information with the acquisition of literacy. Once resources are available to translate this philosophy into a viable program of adult education, social education should prove to be a potent factor in social change.

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ADULT EDUCATION PROGRAMS

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Fundamental and Literacy					
Social education (includes both literacy and broader education)	Central and state governments	National and state governments	Social education organizer	Open to all adults	Unknown
Vocational, Technical, and Professional					
Condensed courses (leading to high school certificate)	Central and State Social Welfare Board	Central, state and local government	Regular teachers	Adult women only for either remedial work for high school dropouts or vocational training	Unknown
Extension programs for secondary education	Central government	Central and state government	Secondary education experts and specialists	High school teachers	Unknown
Part-time and correspondence courses in different branches of engineering and technology	Central government (Ministry of Defense)	Central government	Teachers, college teachers	Adults, 20-35	1000

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Vocational, Technical, and Professional (continued)					
Industrial Training Institute National Apprenticeship Scheme	Central government	Central government	Unknown	Unknown	Unknown
Regular correspondence courses (college level only)	Delhi University	U.G.C.	Regular college teachers and professors	Adults whose college education was interrupted	Unknown
Evening colleges	Universities and colleges	U.G.C. (state and private)	College teachers	Workmen only	Unknown
Sewing and knitting schools	Private schools	Private, with sometimes government aid	Teachers trained in these fields	Unknown	Unknown
Health, Welfare, and Family					
Family planning training courses	Central and state government	Central and state government and W.H.O.	Trained teachers, experts on family planning	Available for family planning educators and other adults, especially those in rural areas	Unknown

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Civic, Political, or Community					
Social education	Central and state governments	Central and state and municipal governments	Social education organizers and teachers	Adults in rural areas	Unknown
Self-Fulfillment and Self-Realization					
Lecture bureau	Universities and colleges	Universities and colleges through U.G.C.	College professors	Open to all adults	Unknown

Chapter V

NATIONAL REPORT: ISRAEL

Cultural and National Background

History. Israel is a small country of less than 8,000 square miles which stretches some 117 miles along the eastern shore of the Mediterranean Sea. To the Jewish people, it has always been more than just a territory. Even since biblical times, it has constituted an essential element of their faith. With the destruction of the Second Temple by the Romans in 70 C.E. and the subsequent exile of so many of its nations, most of the land sank into swamp and desolation, a bleak shadow of lost freedom and departed sovereignty. Throughout nearly two thousand years of dispersion, harried though it was by seemingly ceaseless persecution, Jewry never abandoned the hope of an eventual homecoming to Zion. Every generation witnessed attempts to return, and over the course of years communities succeeded in reestablishing themselves. At the end of the nineteenth century, national homecoming took on the dimensions of a dynamic movement. Between 1880 and 1948, hundreds of thousands of Jews came back to their Homeland, many as pioneers intent on reclaiming the neglected wastes. This ingathering of a scattered folk, this remaking of an ancestral patrimony crystallized into the State of Israel. In keeping with the decision of the United Nations General Assembly, Israel was proclaimed a sovereign state in May, 1948.

Demography. Of Israel's nearly two and a half million inhabitants, 2,155,500 are Jews, 179,000 are Moslems, 56,300 are Christians, and 26,900 are Druzes. Compared to the Jewish population in 1948, at the establishment of the State, this represents an increase of more than 300 per cent. More than a third of the Jewish population was born in Israel, the remainder coming from Asia, Africa and Europe, from America and Oceania; many of the newcomers are refugees.

There are 26 cities and towns in Israel; six of them have mixed Arab and Jewish populations, two are entirely Arab. There are 41 other urban localities, 706 Jewish villages and 102 Arab villages. Some 405 of the Jewish villages have been established since 1948. The major cities are: Jerusalem, the capital, with a population of 250,000; Tel Aviv-Yafo, the commercial center, with a population of 394,400; Haifa, the principal port and industrial center, with a population of 195,400; Beersheba, capital of the Negev, with a population of 58,300; and Nazareth, with a population of 27,100. New towns have been established since 1955 as part of Israel's program of development in all sections of the country. These serve as the urban hubs of rural development districts and, for the most part, are inhabited by recent arrivals. They include such towns as Kiryat Gat in the south, Kiryat Shmona in the north, and Arad in the Negev. In 1964, the newest of them, Carmiel, was founded in Central Galilee.

Religion. Religious denominations represented in Israel are Jews, Moslems and Christians, Druzes and Bahai, Karaites and Samaritans. All are free to worship in their own way, to maintain their own religious and charitable institutions, and to administer their domestic affairs. Every denomination is guaranteed by law the right to observe its own weekly rest day and holy days; the Sabbath and Jewish festivals are official holidays. Matters of personal status are within the jurisdiction of the religious courts of the respective communities, and parents are legally entitled to educate their children in State religious schools or others of their own choosing.

Geography. Israel lies on the western edge of Asia and forms a natural land bridge between Europe and Africa. Its major Mediterranean ports are at Haifa and Tel Aviv-Yafo, and the new port at Ashdod. Eilat, on the Red Sea, is Israel's gateway to East Africa and Asia. Israel shares frontiers with Lebanon in the north; Syria in the northeast; Jordan in the east, and Egypt in the southwest.

Politics. Israel is a republic and a parliamentary democracy. Its President is elected each five years by the Knesset (Parliament); he may not serve for more than two successive terms. The Knesset (Parliament) is elected every four years by secret ballot under the system of proportional representation on country-wide party basis. Every citizen of 18 years and up has the franchise, and from the age of 21, the right to stand as a candidate. The Knesset is a one-chamber, 120-seat legislature. Executive power is vested in the Cabinet, which is responsible to the Knesset. The Cabinet is formed by, or, in the case of a coalition, around the party with the most votes and hence the largest number of Knesset seats.

Each four years, at the same time as the parliamentary elections, Israelis elect their municipalities and rural local councils. Complete independence of the courts is guaranteed by law. The rights of every citizen include: freedom of speech, assembly, organization, and conscience; complete equality of men and women before the law; the right to strike; free and obligatory education from 5 to 14; free exercise of any profession, trade or business within the law; sick leave and maternity benefits; old age pension and accident insurance; and holidays with pay.

Economics. Israel's economy is varied, embracing national, cooperative and private enterprises. A fifth of all industry represents national capital, 65 per cent are private investments, and the rest are cooperatives of various kinds. Over four-fifths of mixed farming is done by cooperative and collective villages. Labor for the most part, whether factory or farm, is affiliated to the Histadrut, the Israel General Foundation of Labor, which, through its trade unions, health and medical services, sports and cultural organizations, takes in and cares for over 75 per cent of the working population.

Rapid and continuing expansion is the cardinal feature of Israel's economy. Over 1950-1966, the gross national product grew by an average of 11 per cent a year, compared with 7.5 per cent in Western Germany, 4.5 per cent in Holland, and 3.3 per cent in the United States. In 1965 it was IL10,145 million at market prices ($3,380 million, or $1,300 per capita). The high rate of growth has provided the resources for a considerable rise in the standard of living, despite the trebling of the population—mainly through immigration—and the enormous burden of absorbing the immigrants and strengthening the country's defenses.

International Relations. Israel seeks peaceful and friendly relations with all countries, in conformity with the United Nations Charter, regardless of their internal political and social systems. Since 1956, Israel has been engaged in progressively expanding her diversified cooperation with other developing States in Africa, Asia, Latin America, and the Mediterranean area, a cooperation expressed in mutual assistance, commercial partnerships, and trade exchanges.

LEVELS OF EDUCATION

Level of Education	Institution	Entering and Leaving Age/ No. of Years in Attendance	Entrance Requirements	Certificates and Diplomas Granted	Sources of Support	Inspection and Supervision Agencies	% of Age Group Who Attend
Primary	[*]Elementary	Entrance - Age 6 Leaving - Age 14 Total - 8 yrs.	None	Elementary Diploma	State and Local	State (Minister of Education)	95%
Secondary	Academic Sec.	Age 14-18	Scholastic test and Elem. Diploma	Matriculation or Certificate[†]	Tuition fee (graded) and State support	State	Entering 85%
	Vocational	Age 14-16 or 14-18	Elem. Diploma	Certificate			
	Agricultural	Age 14-17(18)	Elem. Diploma	Certificate or Matriculation			
Tertiary	Teachers' College	Age 18-20(21)	Matriculation	Teacher's Diploma	State	State	5200 Students
	Technical Schools	Age 16-20 18-20	Certificate of Vocational School	Diploma	Tuition and State	State	
	Universities	[‡]Age 21-24 (B.A.) Age 24-26 (M.A.) Age 26-29 (Ph.D.)	Matriculation	B.A. (B.Sc.) M.A. (M.Sc.) Ph.D.	Tuition and State contributions	None	19,000 Students

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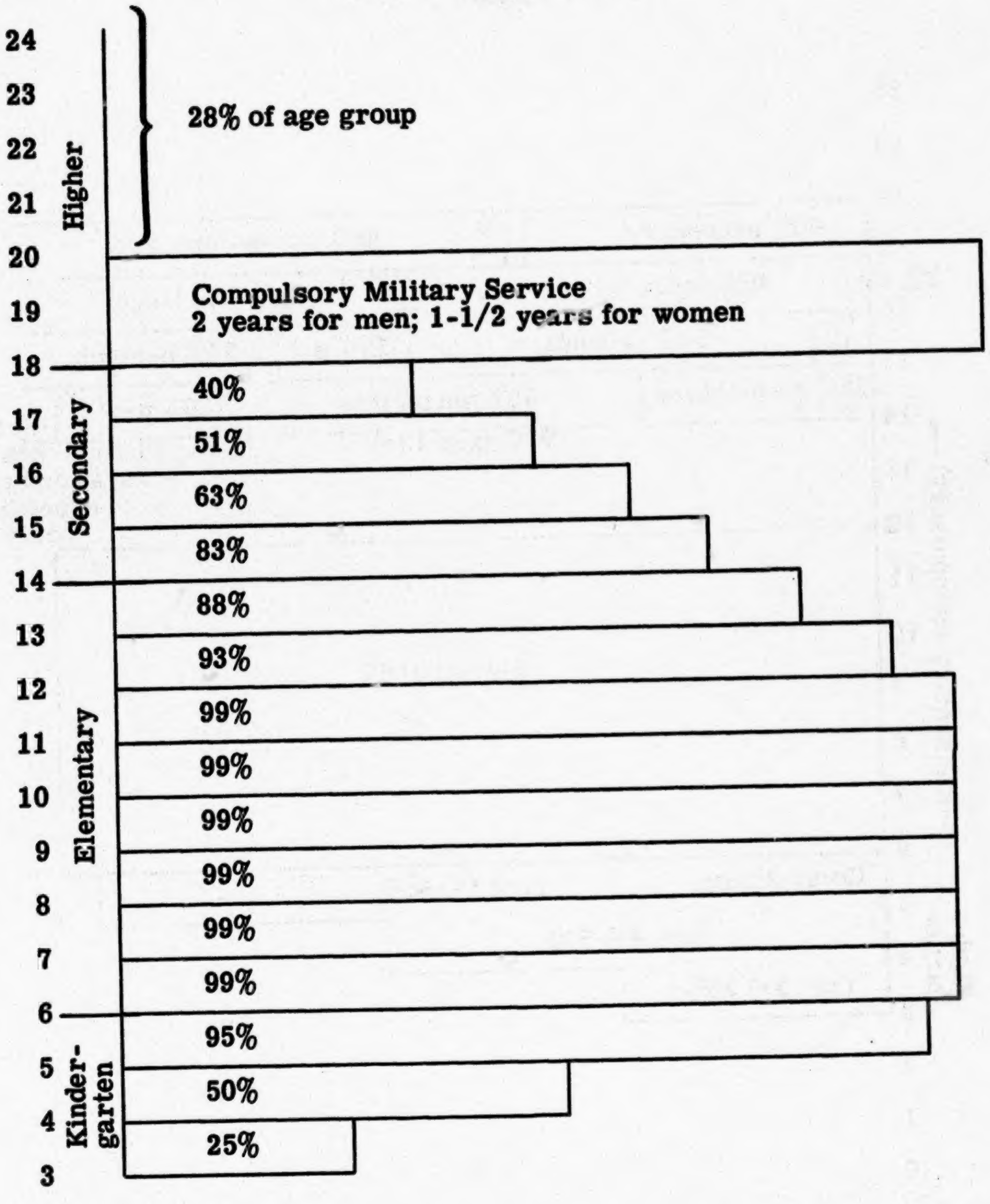
[*] Pre-school Education - Kindergarten, age 5-6.

[†] Testifying to the fact that they have completed 12 years, but did not stand for matriculation.

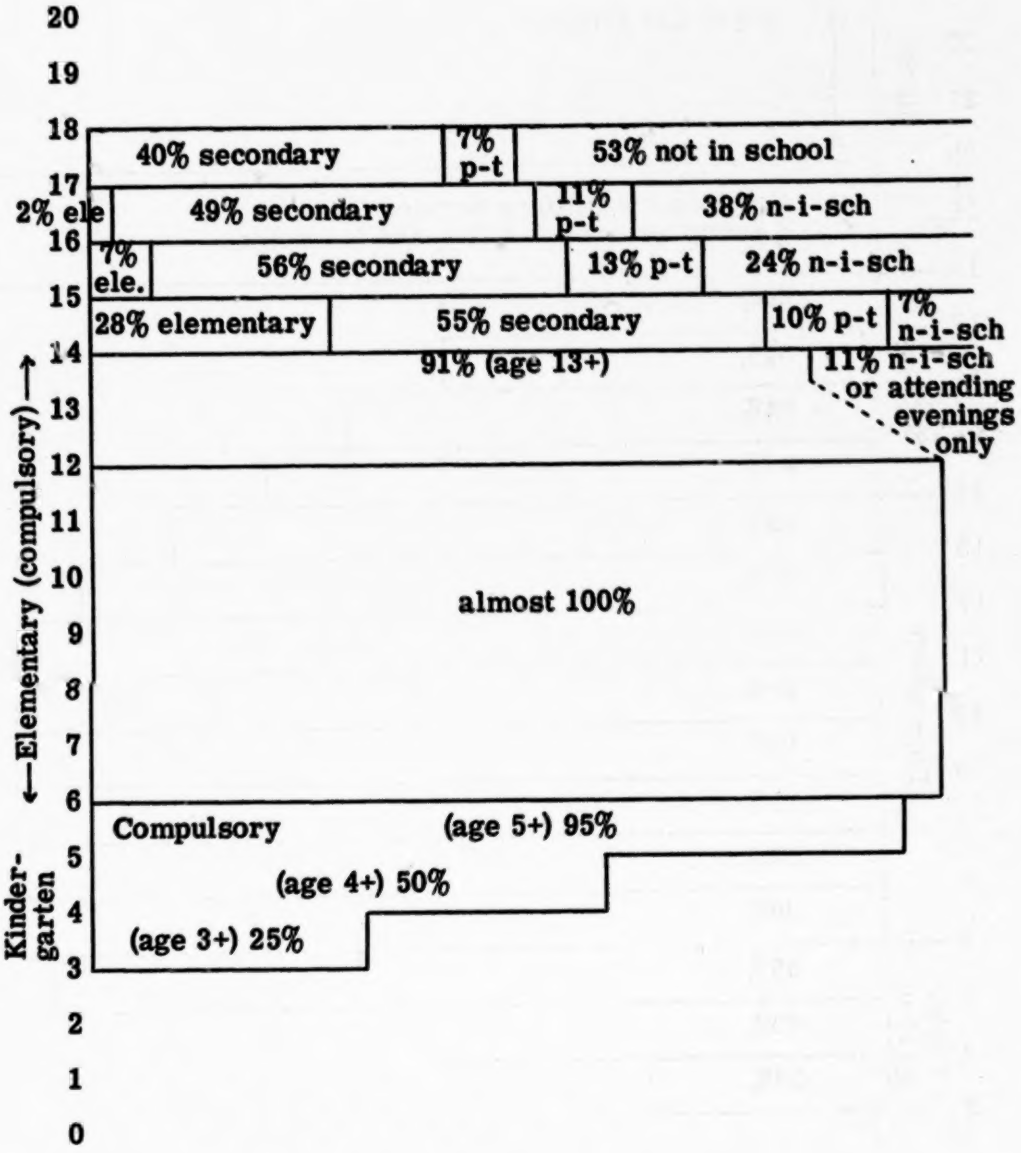
[‡] After serving 2.5 years in the army.

Educational Pyramid - Israel
(Full-Time Students*)



*Estimates based on Statistical Abstract of Israel, 1963.

Education for 0-18 cohort
Israel



Secondary and Higher Education (non-compulsory)

	4th - MATRICULATION (BAGRUT)	4th- Final Certificate	4th-Choice between Matric. Exam. with Agric. as special subject, or may sit for School Leaving Certificate	MATRIC (mandatory	Matric.	External Matric. or Apprentice-ship Tests
Secondary Total Enrollment 93,000	generally 4 yrs. but some 2 & 3 year vocational and commercial courses being introduced Academic schools (including preparatory classes of training colleges)	2 to 4 years depending on course and school Leaving Certif. after 2nd or 3rd year Vocational Schools	3 years† School may give certif. after 2-3 years, but no Gov't Certif. Agricultural Schools	2-4 years Schs. in Agric. Settlements	Yeshiva* inc. some Academic, Vocational, Agricultural 2-3-4 years, or longer	Misc. (Schs. of apprentice-ship, Youth Centers, Commercial, Nurses Cadet Schs., Vocational Training
	42,500	17,000	7,500	9,000	8,000	9,000

Source: Statistical Abstract of Israel, 1963.

*Independent religious schools, boarding schools, for boys.

†Theoretically a 4th yr. is taken in a kibbutz, but few students do this 4th year.

Preparation for Employment. Most people receive an elementary education and then either take a short vocational course before seeking employment, or seek employment directly, relying on in-service training and on-the-job experience to give them whatever additional skills they need. Some occupations, however, require more formal training. The chart on the following page indicates the nature of the preparation normally required for some types of more highly skilled work.

Immediate Education Needs.

1. To equalize opportunity for and to eliminate the cultural lag between Israelis of Asiatic and European origin.
2. To continue the consideration of the proper relation between education and religion in Israel.
3. To extend Hebrew literacy so that more people can participate fully in national life.
4. To establish a full time department of adult education in a university for training and research, and also to expand the opportunities for workshops in adult education.

Educational Finance. Elementary education is supported jointly by the national government and local authorities, with the national government appointing and paying the teachers and the local authorities assuming responsibility for providing the building and other essentials. The local authorities raise the requisite funds not only through taxes, but also by collecting school fees and borrowing from the national government.

Secondary schools are sponsored by private or semiprivate organizations or by local authorities. The national government has no direct responsibility for secondary education though it does partially subsidize the school fees of students from low-income families.

The five major university-level institutions are autonomous. Students' fees pay 10 per cent of current operating costs with funds provided about equally by the national government and by foreign donors covering the remaining expenditure.

In 1962-63 seven per cent of the gross national product was spent on education.

TRAINING REQUIRED FOR SELECTED OCCUPATION

Occupation	Training Institution	Years of training required	Entrance requirements	Point of choice to prepare for entrance	Certificate or Diploma received
Physician	Med. School - Univ.	7 years	Matriculation exam. and competitive exam.		M.D.
Elementary School Teacher	Teachers Training College	2 (3) years	Matriculation		Qualified teacher, Senior qualified teacher
High School Teacher	University and School of Education at Univ.	B.A. + 4 years Educ.	Matriculation		Qualified High School Teacher
Gymnasium or Lycee Teacher					
Accountant	Univ. evening courses	4 years	Matriculation		Diploma
Architect	Israel Inst. of Technology	5 years B.Sc.	Matriculation		B.Sc., M.Sc. (3 years)
Lawyer	Law School at Univ.	4 years	Matriculation		L.L.B., L.L.M. (6 years)
Veterinarian					
Skilled Factory Worker	Vocational School	3 or 4 years	Vocational School Certificate		Diploma
Librarian	School of Librarians at University	1 or 2 years	B.A. or B.Sc.		Diploma
Carpenter	Vocational School	2-4 years	Elementary School		Diploma

Field of Adult Education

Role of Various Institutions. A variety of institutions support adult education programs. The most important of these are the Ministry of Education, the Army, the Municipalities, and the Histadrut (the federation of labor).

Since independence the Israeli government has been concerned that immigrants have the opportunity to become assimilated into national life. A variety of Ulpanim have been established to teach immigrants Hebrew and introduce them to Israeli life. There are work Ulpanim where young immigrants live, work, and study for six months in kibbutzim. There are day Ulpanim where 30 hours of daytime classes are offered per week. And there are popular Ulpanim for those who prefer evening classes.

The residential Ulpanim, sponsored by the Jewish Agency, a semi-governmental body, have been most successful in helping white collar and professional workers become assimilated. Students live together and study at these schools for five months.

The Army's efforts have been considerable in the program of assimilation. All men and women between the ages of 18 and 20 serve in the Army and during this time are provided with instruction to bring them to eighth grade level. In addition to teaching literacy classes Army girls visit homes and teach women who are too shy or too quiet to attend regular classes.

Other governmental ministries, besides the Ministry of Education, are concerned with the training of adults. The Ministry of Labor offers intensive vocational training programs to immigrants to help them find employment. The Ministry of Agriculture, cooperating with the Jewish Agency, offers agricultural extension programs.

The Histadrut sponsored by trade unions and other workers' groups, offer a wide variety of programs. Vocational courses are offered for those who wish to advance in their work. Five residential labor colleges are maintained where educators, union and village leaders, and others come for short courses lasting two weeks to three months. In communities throughout the country, the Histadrut has helped to set up new libraries, and working with the local authorities, provides a broad program of general courses enabling citizens to make profitable use of their leisure. For people who do not wish to attend regular classes, there are correspondence classes and radio programs. And, finally, a rather unique undertaking is the Histadrut's Afro-Asian Institute of Labor Studies and Cooperation. In this Institute six-month residential courses of study are offered in both French and English for Africans and Asians from developing countries. The Institute concentrates on education in trade unionism, cooperative education, and community development.

Although universities in Israel tend to be elite institutions concerned primarily with scholarly activities, they do offer a program of extension lectures. The Technion sponsors an extramural program of vocational courses and Hebrew University offers summer residential programs, evening college courses, and advanced studies and research in adult education. Synagogues and religious schools hold classes in religion.

The charts on the following pages provide an overview of adult education in Israel.

ADULT EDUCATION PROGRAMS

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Fundamental and Literacy					
Literacy education (reading, writing, arithmetic, civic education)	Ministry of Education and local authorities and Federation of Labor	Ministry of Education and local authorities and Federation of Labor	Teachers and volunteers (soldiers and civilians)	Open to all adults	13,950
Hebrew to newcomers	Ministry of Education, Jewish Agency, and local authorities	Ministry of Education, Jewish Agency, local authorities, and tuition fees	Teachers	Mostly newcomers	22,956
Adult elementary education	Ministry of Education, Jewish Agency, and local authorities	Ministry of Education, Jewish Agency, local authorities, and tuition fees	Teachers	Open to all adults	1,250
Adult elementary education	Israeli Army	Israeli Army	Teachers, soldiers	Compulsory to those who did not complete elementary education	Unknown

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Fundamental and Literacy (continued)					
Community development (adult literacy education)	Ministry of Foreign Affairs	Ministry of Foreign Affairs	Teachers	Afro-Asian educators and leaders	120 each year
Vocational, Technical, and Professional					
Vocational education	Ministry of Labor	Ministry of Labor and tuition	Teachers, tutors and organizers	Open to all workers	Unskilled: 3500 Semi-skilled: 5000 Highly-skilled: 2000
Civic, Political, Community					
Courses for civic and political education	General Federation of Labor and various political parties	General Federation of Labor and various political parties	Teachers, lecturers	Workers, youth leaders, adult educators	Unknown
Afro-Asian Institute	General Federation of Labor	General Federation of Labor	Teachers, lecturers	Young leaders from Afro-Asian countries	100 each year

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Health, Welfare, and Family Competence					
Mother and child health centers	Ministry of Health, Federation of Labor, Hadassah, Wizo, Municipal T-A at Jerusalem	Ministry of Health, Federation of Labor, Hadassah, Wizo, Municipal T-A at Jerusalem	Doctors and nurses	Open to all women	39,520
School of social work	Ministry of Welfare	Ministry of Welfare and tuition	Teachers	Admitted students	Unknown
Self-Fulfillment and Self-Realization					
Institutes for Advanced Studies (in the 3 large towns) or Seminars (in smaller communities)	Ministry of Education, local authorities, and Federation of Labor	Ministry of Education, local authorities, and Federation of Labor	Teachers	Open to all adults	14,787 28,786
Extension courses	Hebrew University (Adult Education Center)	Hebrew University and tuition	University teachers	Open to qualified students	20,000 lectures each year 1 wk. sum. sem. 6 wk. sum. inst. for teachers 5 wk. sum. sem. for Res. & Dev. Directors

Professionalization of the Field. Special programs exist in Israel for the training of adult educators, and an association of adult education professionals has been established. All teachers in training take a course in adult education and the Ministry of Education runs courses in the teaching of language and elementary education for adults.

Institutional Activity. The goal of adult education in Israel is to develop a productive citizen in a modern society. Although many institutions are involved in adult education, the government has assumed the major role.

The most successful programs now tend to be those for Hebrew literacy and fundamental education. Soldiers, workers, the middle class, and illiterates are the kind of people present programs most effectively reach.

Remedial education and technical and professional training are the areas most in need of strengthening. Lack of funds limits present efforts.

Evolving Patterns. Israel wants all its citizens to have access to educational programs which will help them better their lives. Its broad and decentralized pattern of adult education seems to be doing this. Residential colleges have been particularly successful in their tasks of assimilating immigrants and providing potential leaders with broader educational backgrounds. Adult education seems in Israel to be achieving the dual goals of aiding national development and helping individuals lead more fruitful lives.

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Chapter VI

NATIONAL REPORT: UNITED KINGDOM

Cultural and National Background

History. Three historical conditions have had an important influence on the development of the educational system and adult education in the United Kingdom. First is the high degree of stability found in Britain. Since the beginning of the 18th century there has been no foreign invasion, no revolution or major ethnic change or immigration. As a result, there has been less demographic and cultural change in Britain than in any other country in the world. Second is the influence of the industrial revolution. As mechanization took over the industries of the United Kingdom a new class-society developed, along with a new power elite. The result of this was the emergence of two separate and different kinds of educational systems; first, the private schools, and second, a number of state and municipal schools. About 10 per cent of the children were pupils at the private schools (called public schools in England), with some seven schools and two universities dominating this elite sector of British education. In 1870 free public education was introduced, with state and municipal schools educating 90 per cent of the children. This separate and unequal school system contributes to the maintenance of the class system. The third factor is the legal sanctions for continuing education now in existence in Britain, such as the General Education Act of 1944 and the more recent Industrial Levy for industrial education. Britain's long history of free speech, its gradual and non-revolutionary political development, and its comparatively long history of several generations of literate citizens, contribute to the accepting climate for adult education in Britain.

Geography. Being an island, Britain has always been a maritime nation, and this has made it natural for her to be a merchant to the world. Her deposits of coal and other minerals enabled her to be a lead-er in the industrial revolution, and her merchant navy brought to her the raw materials from which she manufactured products in her mills and factories. Her northern location is mitigated by the Gulf Stream, which gives her a damp, mild climate. The land varies in fertility and allows for the production of many food products. Most of the country is rolling and cultivated, and there are many lakes and rivers, of which the major ones are used for navigation.

Demography. Modern Britain is a federation of four countries, England, Scotland, Northern Ireland, and Wales. It was invaded at times by a number of Northern European peoples, the most recent of these being the Norman invasion in the eleventh century. The people are ethnically homogeneous. The population is 50 million, and is predominantly urban. The birth rate is low, as is the infant mortality rate, and life expectancy is one of the highest in the world. The conditions of long life, increasing affluence and leisure, and a high degree of literacy lead to a large demand for adult education programs.

Religion. Since Henry the Eighth declared his independence from Rome, the official religion of the United Kingdom has been the Church of England, but many people now belong to other denominations, such as the Presbyterian Scots. Most of the British are Protestants, however, except for groups of Irish and other immigrant Catholics who have been attracted to British cities in search of jobs. Many of the private schools still have a religious affiliation, and before the industrial revolution the Church was the main sponsor of education.

Culture. Of Britain's distinguished cultural heritage, perhaps most outstanding are her literary tradition, her scientific and technological inventiveness, and her political institutions. These traditions all depend upon a literate population, and for that reason education has had a high value in Britain. The relative affluence of the people, and the subsidization of cultural institutions by the government, allow for participation in cultural pursuits on a wide basis.

Politics. Britain's evolution from feudalism to a modern parliamentary democracy took place over a period of hundreds of years, and is an outstanding example of peaceful political development. The parties are stable and well disciplined and changes in administration take place smoothly, due in part to an efficient and neutral Civil Service. The Welfare State policies of the post World War II years have contributed to the development of a more equal educational system, and to an increasing interest in adult education.

Economics. Britain is a manufacturing nation, with an advanced economy and a high standard of living. In the past two decades she has been plagued by problems of productivity, obsolescence of plants and equipment, scarcity of capital investment, and an unfavorable position in competition for some important markets. Some of these problems may be solved by Britain's proposed entry into the European Common Market. Modernization of the economy will make it necessary to retrain large numbers of workers, and this realization contributes to the increased attention directed toward adult education in Britain today.

International Relations. Britain's preeminence in world power has diminished since the days of her empire, but she remains one of the leading nations of the world. Her influence now is directed more toward securing world stability and peace, and her efforts of late have been in the role of mediator and international peacemaker. Britain retains great influence with the Commonwealth nations, a status which may change if Britain does join Europe. Many leading figures of the emerging nations have been educated at British schools, so her influence with these countries is considerable. Many of these nations are also former colonies, so that they have inherited many British style institutions.

Total Educational Enterprise

Philosophy and Attitudes toward Education. Higher education in Britain traditionally has been connected with the preparation of the upper classes for positions in the Establishment. Only within the last few generations has the opportunity existed for able students to qualify for the universities as a result of merit. Nevertheless, literacy was required as Britain became an industrial society, and she was the first country to introduce free compulsory education for all children. British universities are famous and prestigious, as are her "public schools."

At the present moment there is great emphasis on education in general, and on adult education in particular. There is growing concern for the inequality of opportunity imposed by the system of selection for higher education, and for those students who terminate their education with the completion of secondary school. Plans are now under way to increase the school leaving age from 15 to 16, to develop a comprehensive secondary system, and to establish Technological Universities and Polytechnics in order to provide students with technical education up to and including university level.

There is considerable awareness of the consequence of increasing automation, more leisure and greater affluence, and education is seen as playing an important part in plans to cope with these conditions.

Statistical and Factual Data. Ninety per cent of the primary and secondary education in Britain is provided by the local municipalities, under national inspection. The remaining 10 per cent is private. Children enter school at age five, and attend for a minimum of ten years, at which time a school leaving certificate is awarded. At the end of six years of primary school 20-25 per cent of the students qualify by examination for "Grammar School" leading to University education. Of these a smaller number actually do go to universities and colleges, and receive a variety of degrees. Those who do not go to grammar school are enrolled in "modern" or "comprehensive" schools, some of which offer vocational and technical education. Courses in these institutions may last up to seven years. The plans now under way for a comprehensive secondary education system will change the situation during the next few years.

On the following page is a chart describing the levels of education in the British system.

LEVELS OF EDUCATION

Level of Education	Institution	Entering and Leaving Age/ No. of Years in Attendance	Entrance Requirements	Certificates and Diplomas Granted	Sources of Support	Inspection and Supervision Agencies	% of Age Group Who Attend
Primary	Primary School	5-11/6 yrs.	None - Duty on parent to secure efficient education	None - but transfer to selective (grammar) secondary school may depend on performance in attainment and aptitude tests	Municipal tax and grant aid from national taxes. National ratio (say) 2:3	Administered by municipal authorities subject to general directives from Central Government advised by Corps of Inspectors	Approx. 90% Remainder in private fee-paying schools (Only incidentally confessional)
Secondary		Legal min. all types 11-15/4 yrs. Usual min.-16		Gen. Cert. of Education Ordinary "O" level at 16 Advanced "A" level at 18	As above Both for Pri. & Sec. part capital cost may be provided privately	As above N.B., individual schools have separate governing bodies (nominated - small powers)	
	Grammar	Commonly to 18	Selection 20-25%	Normally "O"			i.e. Selective 20-25% to 15 Remainder less Approximately 5% in private fee-paying
	Modern	Commonly to 18	The unselected	Few			
	Comprehensive	Commonly to 18	General transfer from Primary	Some			
Tertiary	Universities	18/19 - 21/23 Normal min. 3 yrs.	G.C.E. "A" level	1st Degree i.e. Bachelor	Independent Foundations but 80% tax support	Central Government, but very slight	
	Colleges of further education	15+ (entering) Too various to summarize	15+ (entering) Too various to summarize	15+ (entering) Too various to summarize	Broadly as above	Broadly as above	
	Colleges of Education (Teacher Training)	18-21/3 yrs.	G.C.E. "O" level (often higher)	Teachers' Certificate, B.Ed. now possible 4 yr. course			

Immediate Educational Needs

1. To provide better educational opportunities for less academically able boys and girls at secondary and tertiary stages.
2. To provide the technical and vocational training which is needed for a modern technological economy.
3. To provide education for effective use of leisure, with related personal and social components.

Educational Finance. Most of the primary and secondary education in Britain is financed by the national and municipal governments. Approximately 10 per cent of the students go to private, tuition charging schools.

The universities in the United Kingdom are independent and privately financed, but the colleges of education and of further education receive 80 per cent of their support from taxes.

Preparation for Employment. It is estimated that perhaps 50 per cent of all employed persons have had no special training, especially unskilled workers and women, who represent one-third of the labor force. The Industrial Training Act of 1964 is intended to remedy this situation, by providing extensive educational programs, paid for by levies on industry.

Of those professions and trades requiring specialized training, some examples are provided on the following page, which shows the education required for a variety of occupations.

Field of Adult Education

Role of Various Institutions. Adult education in the United Kingdom dates back to the 1850's, when Mechanics' Institutes were set up to train workingmen to operate machines. The trade union movement was developing also during the latter part of the nineteenth century, and as a result the Workers' Education Association was formed with the cooperation of universities. In addition, universities set up external privileges to permit those who could not attend university regularly to obtain some education. The Workers' Education Association also provided the opportunity for students to assist in organizing classes and selecting tutors, leading to shared responsibility and respect between them. Other forms of adult education developed in the 1890's, literacy classes through Local Education Authorities, vocational training through Mechanics' Insti-

TRAINING REQUIRED FOR SELECTED OCCUPATION

Occupation	Training Institution	Years of training required	Entrance requirements	Point of choice to prepare for entrance	Certificate or Diploma received
Physician	University and Hospital Internship	6 years	Broadly G.C.E. "A" Level	During Secondary stage	Degree in Medicine and Surgery
Elementary School Teacher	College of Education	3-4 years	Broadly G.C.E. "O" Level or more	During Secondary stage	Teacher's Cert. Poss. B.Ed.
High School Teacher	University	3 years - Degree	As physician	During Secondary stage	Subject Degree plus Diploma in Education
Gymnasium or Lycee Teacher	University	1 year - Diploma in Education			Subject Degree plus Diploma in Education
Accountant	In-service + part-time classes and/or correspondence	Min. 3-5 years (often more)	G.C.E. - "O" (often higher)	During Secondary stage	Diploma of Prof. Organization
Architect	In-service + part-time classes and/or correspondence or Univ. School of Arch.	Min. 3-5 years (often more)	G.C.E. - "O" (often higher)	During Secondary stage	Diploma of Prof. Organization or Degree
Lawyer	As Accountant or in "Inns of Court"	Min. 3-5 years (often more)	G.C.E. - "O" (often higher)	During Secondary stage	Membership of Law Society or Bar Council
Veterinarian	Similar to Physician	6 years	As physician	During Secondary stage	Degree
Skilled Factory Worker	College of Further Education	5 (?) - Largely part-time study	College's Assessment	After entry to work	National (poss. Higher Nat. Cert.)
Librarian	Graduate entry to Library School, till recently, in-service	3-5 years	As Elementary Teacher	Secondary	Library Assoc. Diploma - Chartered Librarian
Carpenter	Trade Apprentice Col. of F.E. part-time	3-5 years	None	School leaving prob. 15	Craft Certificate

tutes, arts and crafts programs through Local Education Authorities. Adult education also was mostly for the working classes, the main offerings being literacy and technical education. At the present time there is recognized need for adult education, and a substantial commitment of resources for it. Legislation includes the General Education Act of 1944 which raised school leaving age, and set up day-release plans for students up to 18, and the 1965 Industrial Training Act which provides for vocational education appropriate to contemporary conditions. The Industrial Levy assures tax support of adult technical and vocational programs. Every year about one million adult students attend programs sponsored by Local Education Authorities. Another 200,000 are provided for by University Extramural Departments and the Workers' Education Association. In addition, there are about thirty voluntary centers for non-residential adult education; a similar number of special centers for short residential courses, and five independent grant-aided colleges offering one- or two-year liberal studies courses.

The charts on the following pages describe adult education programs in the United Kingdom.

Professionalization of the Field. There are four associations of adult education professionals in the United Kingdom. They are:

The Association of Tutors in Adult Education, established around 1918, with approximately 500 members, mainly University Extramural Department and Workers' Education Association employees.

The Association of Adult Education, established around 1964 with approximately 200 members. This group is composed of full-time employees of local Education Authorities who work mainly in leisure time adult education.

The Association for Liberal Education, established around 1960, with approximately 300 members. This group is composed of lecturer specializing in promotion of "liberal" education in Colleges of Further Education which are primarily concerned with vocational education at various levels.

The National Federation of Continuative Teachers' Association, established around 1918, has a membership of approximately 1,500, who are mainly part-time teachers in "Public Schools Evening Programming" in London and Birmingham.

ADULT EDUCATION PROGRAMS

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Fundamental and Literacy					
Basic literacy for army recruits	Ministry of Defense	National government	Commissioned and non-commissioned officers of the Royal Army Education Corps	Illiterate recruits, age 18+	Unknown, certainly less than 1,000
Remedial literacy education	Local education authorities in evening institutes	Local taxes, with national grant aid and nominal class fees	Part-time teachers working for extra compensation	Young adult illiterates, usually male	Unknown (estimate of several hundred)
Remedial literacy education	Local education authorities in evening institutes	Local taxes, with national grant aid and nominal class fees	Part-time teachers working for extra compensation	Immigrants from Africa, India, Pakistan, and West Indies	Unknown (estimate of several hundred, with total increasing)
Vocational, Technical, and Professional					
Elementary trade training, office skills, etc.	Local colleges of further education; local education authorities	Local and national taxes, and fees paid by students over 18	Teachers employed by local education authorities; some full and some part-time	Young people, ages 15-18, usually in evenings; with some one-day-a-week release from employment	Unknown

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Vocational, Technical, and Professional (continued)					
Artisan and technician, leading to awards of Institute of City and Guilds and/or Ordinary Nat. Certificate (O.N.C.)	Local colleges of further education; local education authorities; and colleges designated as area for concentration of specialized courses	Local and national taxes, and fees paid by students over 18	Teachers employed by local education authorities; some full and some part-time	Usually boys between 16-21, mostly part-time with pay release, for about 3 years	Unknown
Higher technician and technologist leading to Higher Nat. Certificate; diploma or degree and recognized professional qualifications, e.g., in engineering	Area, regional, and national colleges of advanced technology becoming universities	Local and national taxes, and fees paid by students over 18 (though subsidies often available)	Teachers, lecturers, professors	Either full-time students or part-time, with release from work	Unknown
Mercantile profession, e.g., accounting, banking, insurance	Professional bodies control qualifications and administer exams	Largely personal payment to private correspondence colleges; some public provision	Tutors, employed in the work, or else teacher, full and part-time	Post-secondary school; sometime university graduates; normally in related employment	Unknown

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Vocational, Technical, and Professional (continued)					
Higher professions, e.g., law, medicine, church, engineering, applied sciences	Professional bodies and universities	Most students subsidized, with balance paid by self or parents; Universities are 80% tax supported	Teaching members of university staffs	University undergraduates who must have General Certificate of Education	Unknown
Health, Welfare, and Family Competence					
Courses in further education in Local Education Authority colleges and evening class programs	Local education authorities	National and local taxes and student payments of, say, $4-$10 for winter term	Part-time tutors, teachers, or instructors	Open to all adults, but usually are women, 20-60	Unknown
Voluntary (non-governmental) organizations promoting special purposes, social and economic, e.g., mental health, marriage guidance, consumer guidance, family planning	National, regional, and local units	Self-supporting, for lectures; but may have tax-supported classes	Part-time tutors, teachers, or instructors, and voluntary lay leaders and lecturers	Open to all adults, but usually are women, 20-60	Unknown

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
		Civic, Political, or Community			
Liberal studies	Local education authorities	National and local taxes, and students payment of $4-$10 for winter period	Part-time tutors, teachers, or instructors	Open to all adults, but usually are women, 20-60	Unknown
Liberal studies	University extramural departments; Workers Educational Association	Largely grant-aided for actual teaching, fees are a maximum of $10, donations	Full-time and part-time tutors	Open adult enrollment	Unknown
Conferences, meetings, lectures, etc., organized by political parties and non-governmental organizations	National, regional and local units	Voluntary funds and services, but may have fees or government grant	Paid staff of organizations; volunteer speakers	Members and invitees; or open enrollment	Unknown

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Enrollment
Self-Fulfillment and Self-Realization					
Adult classes for self-fulfillment with varying sponsorships	Local education authorities in colleges of further education and evening institutes	National and local taxes and student payments of, say, $4-$10	Part-time tutors, teachers or instructors	Open to all adults	Unknown
	University extramural departments and Workers Education Association	Largely grant-aided for actual teaching, with fees a maximum of $10	Full-time and part-time tutors	Open to all adults	Unknown
	Residential Colleges, with provision of local education authorities and non-governmental organizations	Students' fees for accommodation, tax support of teaching costs	Resident wardens and tutors and visiting lecturers	Open to all adults	Unknown
	Local arts centres and other special interest groups	Voluntary contributions with some public support	Paid staff and volunteers	Members	Unknown

Institutional Activity. A variety of institutions serve adult education needs in the United Kingdom. The Local Education Authorities organize a large number of programs, for which regular school premises are used. Universities are active in their Extramural Departments, and Workers' Education Associations, and their work is supported by grants from the Departments of Education and Science. Voluntary centers, serving a variety of needs are also active in adult education.

Evolving Patterns of Adult Education. There has been a major shift in recent years to the development of cultural, recreational and liberal education programs in rural week-end institutes, run by voluntary groups. University extramural programs, on the other hand, are becoming more vocational and less liberal. As a result universities are becoming more involved in pragmatic and vocational education while the voluntary bodies and the Local Education Authorities are offering liberal education programs. This situation raised the question of the need for a new kind of institution or organizational form to be responsible for the moral imperatives underlying adult education.

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Chapter VII

NATIONAL REPORT: YUGOSLAVIA

Cultural and National Background

History. Yugoslavia began its existence after World War I through the union of Serbia and Montenegro with the Slavic territories freed from the Austro-Hungarian Empire. The states from which it was created had different languages, currencies, and administrative systems, and different cultural patterns derived from traditions dating back to antiquity. From these diverse elements the modern Yugoslavian state emerged.

From 1921 until King Alexander's death in 1935 Yugoslavia was a constitutional monarchy. From 1935 until World War II a regency was established to reign for the young King Peter.

In World War II the country was occupied by the Germans and King Peter went into exile. During the occupation there was a very active resistance movement, and at this time the Communist Party was instrumental in organizing the resistance and in so doing built up strength throughout the country.

The 1945 elections were won by the People's Front under the leadership of Marshal Tito. The People's government abolished the monarchy, and in 1946 a new constitution was adopted, based on the Soviet model of 1936. Industry was nationalized, land reform was introduced and a five year plan for rapid industrialization was started. Since that time Yugoslavia has experienced successful economic development, has devised an international policy of non-alignment, and evolved an individual socialist system called social self-management.

Geography. Yugoslavia occupies the Western part of the Balkan peninsula, and stretches from an Alpine region near the Italian border to Albania along the shores of the Adriatic sea. The coastal area is mountainous and there are more than 600 islands dotting the coast. Variations in soil and climate permit great diversity in agricultural production. Forests are found in the upland regions along with deposits of minerals, such as coal, iron ore, and lead. Oil is produced near Zagreb and there are other good prospects for oil development. One-third of the country is forested, a quarter is in pasture and meadow, and about a third in arable cultivation.

Demography. The population of Yugoslavia, according to the census of March 31, 1961, was 18,549,291. The average rate of natural increase is 11.4 per 1000, one of the highest in Europe. The chief population groups were Serbs, 42.1 per cent; Croats, 23.1 per cent; Slovenes, 8.6 per cent, with smaller percentages of Macedonians, Muslims, Albanians, and Montenegrins. Ninety per cent of the people speak Slavonic languages; of these 75 per cent speak Serbo-Croat, 9 per cent Slovene, and 5 per cent Macedonian. Albanian is spoken by 5 per cent of the people, Hungarian by 3 per cent, and there are small groups of Roumanians, Czechs, and Slovaks.

Religion. The census of 1953 was the last one in which Yugoslavs were asked to state their religion. At that time 43 per cent were Greek Orthodox, 32 per cent Roman Catholic, and 12 per cent Muslim, the Serbs being Greek Orthodox and the Croats being Roman Catholics. The Muslims in Yugoslavia are mostly Albanians and Bosnians. This religious division is traceable to the period of the Turkish conquest, which resulted in part of Croatia becoming affiliated politically with Austria Hungary, while Serbia and Macedonia were overrun by the Turks and cut off from contact with Western Europe for hundreds of years.

Culture. The culture of Yugoslavia draws on an Italian and Byzantine heritage, and also from the Slav and Islamic tradition. Its unsettled history and successive conquests interrupted any continuous cultural development, but Yugoslavs have been distinguished as sculptors, as poets and dramatists, as painters of frescoes and murals, and as creators of native crafts and embroidery, as in the variety of national costumes. Some Yugoslavian dances and celebrations are believed to have originated in prehistoric times. At the present time Yugoslavians observe customs drawn from both East and West, and are developing their own distinctive cultural pattern as an independent socialist state.

Politics. Under the Constitution of 1963, Yugoslavia is a Socialist

Federal Republic, made up of six republics and two autonomous provinces. It is governed by a bicameral Federal Assembly, elected by citizens 18 years and older. Candidates for office are nominated by the Socialist Alliance of Working People, and representatives serve for four years. In 1950 the management of nationalized industries was turned over to the Workers' Councils, who became chief policy makers for their enterprises.

Economics. Until World War II Yugoslavia was primarily an agricultural country, producing a wide variety of crops. Since the People's Government was established there has been greater emphasis on industrial production, with economic policy based on successive five year plans. These plans involved the nationalization of the economic resources of the country, the development of industry and electrical power, the modernization of agriculture, and development by regions. The economy is a state controlled market economy, based on the profit making principle. Yugoslavia's exports now are largely manufactured products, its imports raw materials, and its volume of production has increased rapidly during the post war period.

International Relations. In the early years the People's government regime was hostile to the West and closely allied with the U.S.S.R. and with nearby Communist states. Yugoslavia was politically independent, however, and in 1948 was expelled from the Cominform. All Communist states broke off relations and began an economic boycott at that time. Yugoslavia then turned to the West for economic aid and trade, and subsequently evolved its own pattern of socialist society, featuring the distinctive Workers' Councils which enabled workers to share in management, including decisions on the distribution of profits. Since 1960 the Yugoslav leaders have pursued a policy of non-alignment, and have promoted this policy among the emerging nations of Asia and Africa.

Total Educational Enterprise

Philosophy and Attitudes toward Education. The vigorous efforts made to expand and reform their educational system during the past decade reflect the high importance Yugoslavs place on education. The aim of these changes is threefold. The first is to continue the social and political development of socialist relations in society. The second is to assist in further economic and technical progress and in the improvement of the material conditions of life. And, finally, the third is to enable students to perceive the new meaning of life and new opportunities of the free individual in socialism.*

Statistical and Factual Data. Primary school is compulsory in Yugoslavia. Normally a child enters a coeducational primary school at age 7. The primary sequence lasts eight years. At the end of this program he takes an examination which determines whether he will be able to go on to a secondary school, vocational, or general. If he completes the four-year secondary program, he may take another exam which determines whether he may enter any of a variety of colleges and other institutions of higher learning.

The chart on page 102 describes the levels of education in Yugoslavia's system.

Educational Requirements for Occupations. Almost all occupations now require at least an elementary education, and often further specialized training is necessary. The chart on page 103 indicates the training necessary for a variety of occupations.

Immediate Educational Needs

1. Development of stronger pre-school and secondary programs.
2. Provision of opportunities to develop the technical and vocational skills necessary for employment in a modern, industrializing society.

Educational Finance. Schools in Yugoslavia are government sponsored.

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*See Education in Yugoslavia, Yugoslavia Publishing House, Belgrade, 1959, p. 7.

LEVELS OF EDUCATION

Level of Education	Institution	Entering and Leaving Age/ No. of Years in Attendance	Entrance Requirements	Certificates and Diplomas Granted	Sources of Support	Inspection and Supervision Agencies	% of Age Group Who Attend
Primary	Elementary School	7-15/8 yrs.	None	Elementary Diploma	Local Community	Local	99% - Male & female
Secondary	Secondary School	15-19/4 yrs.	Entrance examination	Secondary Diploma	Local Community	Local	1962-63 32.2%
Tertiary	Higher School	19-22/2yrs.	Entrance examination	Higher School Diploma	Local Community, Province & Republic	Local, Province & Republic	1.1%
	High Schools and Faculties	19-23/4-5 yrs.	Entrance examination	High School and University Degree	Province & Republic	Province & Republic	4.4%

TRAINING REQUIRED FOR SELECTED OCCUPATION

Occupation	Training Institution	Years of training required	Entrance requirements	Point of choice to prepare for entrance	Certificate or Diploma received
Physician	Medical Faculty	5 years	Entrance exam.	After finishing secondary school	Med. Degree
Elementary School Teacher	Teaching College	5 years	Elementary diploma	After elementary school	Teach. Diploma
High School Teacher	Faculty of Arts	4 years	Secondary school diploma	After secondary school	Teach. Degree
Gymnasium or Lycee Teacher	Faculty of Arts	4 years 2 years	Secondary school diploma	After secondary school	Teach. Degree
Accountant	Technical School	4 years	Elementary	After elementary school	Account. Diploma
Architect	Faculty of Architecture	4 years	Secondary	After secondary school	Architech. Degree
Lawyer	Faculty of Law	4 years	Secondary	After secondary school	Lawyer's Degree
Veterinarian	Faculty of Veter.	4 years	Secondary	After secondary school	Veter. Degree
Skilled Factory Worker	School for Workers	3-4 years	Elementary	After elementary school	Skilled Worker's Diploma
Librarian	School for Librar.	4 years	Elementary	After elementary school	Librar. Diploma
Carpenter	School for Workers	4 years	Elementary	After elementary school	Carpenter's Diploma

Field of Adult Education

Role of Various Institutions. The workers' universities and people's committees in various enterprises, trade unions, and agricultural organizations sponsor a wide variety of adult education programs.

Workers' universities and people's committees have established two-year schools in which an adult, if he is illiterate, may learn to read and write, or if he has not completed his primary schooling, may take a general program of education.

Vocational courses are organized in numerous ways. An individual may enroll in an apprentices' school, a vocational school, or a course at a workers' university. Many state agricultural farms and enterprises have training programs for employees. Night classes are available at regular schools.

Cooperatives, economic organizations, and enterprises and sometimes the workers' universities also offer a broad spectrum of courses, seminars, and lectures of a general cultural and educational nature.

An overview of adult education in Yugoslavia is provided in the charts on the following pages.

Professionalization of the Field. There is an Adult Education Association in Yugoslavia. Branches of this Association are being established in some of Yugoslavia's republics.

The report of the Commission on School Reform, approved in 1959 by the Federal People's Assembly, also recommended that a Federal Center for Study of the Problems of Adult Education be established. This Center would have the following aims: (a) to study domestic and foreign experience for the purposes of comparison and generalization; (b) to extend information and other assistance to institutions, schools, and other organizations involved in adult education; and (c) to train personnel in adult education.

Institutional Activity. The aim of adult education in Yugoslavia is to develop good producers, managers, and persons who will successfully organize family and social life. Employed people of all professions, despite differences in the levels of their previous education, are the kind of people most effectively reached. Programs in education for self-management are, at present, the most successful.

ADULT EDUCATION PROGRAMS

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Number Involved
Remedial, Fundamental, and Literacy					
Elementary adult education - 8 years	Regular elementary school	Local community	Elementary school teachers	Adults who live in the surroundings	Involved in Adult Education, 1963-64 T-25006 M-16922 F-8084
Elementary adult education - 8 years	Special school for elementary adult education	Local community	Elementary school teachers	Adults who live in the nearest surroundings	
Elementary adult education - 8 years	Centre for edcation in the Working Organization	Working Organization	Elementary school teachers	Workers employed in the Working Organization	
Elementary adult education - 8 years	Workers' and People's Universities	Communes and Working Organizations	Elementary school teachers	Adults from the surroundings	
Note: Here are not included data about Elementary Adult Education organized by Yugoslav Army					
Vocational, Technical, and Professional Competence					
Different courses for semi-skilled, skilled and highly skilled workers	Centre for professional education in Work. Org.	Working Organization - enterprise	Trained teachers and highly skilled workers	Workers of the Organization - enterprise	1963/ T-99032 M-72363 F-26669

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Number Involved
Vocational, Technical, and Professional Competence (continued)					
Different courses for professional training	Workers' and Peoples' Universities	Working Organization, enterprises, and local ed. authority	Instructors, trained teachers	Employed and unemployed workers	1963/ T-22176 M-9815 F-12361
Different programs for getting qualifications for certain professions	Regular technical schools	Enterprise and local community	Regular school teachers	Employed adults	T-31864 M-26111 F-5753
Different courses for professional training	Professional organizations and associations	Working Organization and professional associations	Instructors, trained teachers	Employed adults and those who want to get a job	The data are not separate
Note: Here are not included data about Professional Adult Education organized by Yugoslav Army.					
Health, Welfare, and Family Competence					
Parents' education	Regular schools	School and local community	Teachers and specialists for family ed.	Parents whose children attend school	Data for these programs are not separate in statistics
Pre-marriage and family life education	Workers and People's University Centres for soc. welfare	Local community	Teachers and specialists for family education	Youth and adult members of the family	

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Number Involved
Health, Welfare, and Family Competence (continued)					
Health education programs	Health Institute, Red Cross	Health Institute, Red Cross, local community	Teachers and health workers	The youth and adults of different ages	Data for these programs are not separate in statistics
Catering program	People's and Workers' Universities, Institute of Catering	Local community	Teachers, specialists for catering	The youth and adults of different ages	
Civic, Political, or Community Competence					
Different programs of social political education	People's and Workers' Universities	Local community and social organizations	Teachers and experts for this branch of education	The youth and adults of different age and profession	1963-64 Total number: 519,000
Self-management education programs	People's and Workers' Universities, working and other organizations	Working Organization, local community, social organizations	Teachers and specialists for this branch of education	The youth and adults of different age and profession	
Social-Economic education	Radio and TV	Social community	Specialists for this field of education	This education is designed for producers and managers	1963, Radio sub. 2,278,000; TV sub. 211,657

ADULT EDUCATION PROGRAMS (continued)

Kinds of Programs	Sponsorship	Support and Payment	Agents Teachers or Leaders	Participants	Number Involved
Civic, Political, or Community Competence (continued)					
Different longer and shorter programs of Social-Political, and Economic education	Evening pol. sch., trade-union sch., Youth political schools	Social organizations, enterprises	Teachers	The youth and adults of different age and profession	1963-64 T:56,870 M:43,053 F:13,837
Self-Fulfillment and Self-Realization					
Programs of extended courses in Social, Technical, and Medical Science	People's and Workers' Universities	Local community	Secondary school teachers and faculty professors	All who are interested in particular branches of science	1962-63 Total number involved: 3,596,000
Programs in music, fine arts, theatre, and cinema	People's and Workers' Universities	Local community	Teachers and famous artists	Those who are interested in particular branch of arts	
Programs of amateur sections: theatre, chorus, the fine arts	Amateur cultural and artists' associations	Local community and social organizations	Teachers and artists	Amateurs, members of cultural and artists associations	

Note: Number involved for particular fields is taken out of Statistic Review of Yugoslav Institute for Statistics.

More efforts are needed in elementary and vocational education for adults. But lack of funds and the small number of trained teachers limit development, especially in certain regions of the country.

Evolving Patterns of Adult Education. Adult education has received unusual attention in Yugoslavia. In part, the need for adult learning was felt because of the rapid development which has taken place since World War II; adults need the opportunity to develop new skills and acquire new information in order to participate in their society.

But a stronger impetus to adult education was the introduction of the system of social self-management in 1950. By this system, all workers participate in the making of decisions in the productive unit in which they are employed. This has had dual consequences for adult education. It has, first, increased the importance of all workers having as much education as possible. And, secondly, it has meant that economic organizations of all sorts are willing and anxious to cooperate in sponsoring adult education programs.

Thus in Yugoslavia there are production enterprises, trade unions, agricultural societies, cooperatives, and other economic organizations, as well as the workers' universities, schools, and the government, all actively participating in adult education.

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Chapter VIII

AREAS OF AGREEMENT AND IMPORTANT THEMES

In planning the Exeter Conference, one of the original intentions was to develop closer ties between leaders in adult education from different countries. This intention was fulfilled beyond expectation, and in addition, the theme of international understanding recurred throughout the proceedings. This motif, and others noted in the following pages, were important areas of agreement at Exeter.

1. Adult education was recognized as a vital force in defining and achieving both national and international objectives. Delegates to the conference believed that adult education programs should be geared not only to the development of national economic purpose, but also to the attainment of peace and brotherhood for all mankind. The experience of using a cross-cultural approach in the deliberations gave the participants an awareness of the barriers to understanding. Cultural connotations, for example, influence the meaning of key words, making comparisons difficult if not meaningless. The development of a standard vocabulary in adult education would serve a useful function in increasing international understanding, and continued attention to comparative studies and cooperative programs will increase international contacts and shared experience.

2. Significant in the pursuit of international understanding, and in the development of adult education programs useful in a variety of settings, were the crossroads cultures identified at the Exeter Conference. These countries are a link between areas differing economically, politically, and culturally, and their programs of adult education are significant because of this special relationship. Identified as crossroads cultures were Yugoslavia, as a bridge between socialist and capitalistic countries; Canada, as a possible bridge between the United States and countries with which it does not normally relate; Puerto Rico, between

North America and the Latin Americas; Hong Kong, between the West and the Orient; and Israel, between the West and the Middle East and between the developing and developed nations. Investigation of these cultures and their role in adult education appears to be a promising possibility.

3. Participants at the Exeter Conference were agreed on the need for improvement in the educational level of all the countries represented. This general concern for improving education at all levels is related to another recurring theme, the acceptance of education as a means for the solution of problems. Developing countries view education as a means to achieve control of their populations, of preparing a labor force for industrial work, and as a source of technological expertise which will make further development possible. Developed countries recognize that rapid change and increasing mechanization mean rapid obsolescence of skills and knowledge, and increasing leisure, making further training and education necessary. Both developing and developed countries acknowledge the importance of education in achieving political responsibility and effective personal functioning in a complex society. Education, therefore, is seen as having value for the individual, also as a means to the attainment of many other national objectives.

4. This acceptance of education as a means to attain social goals also leads to recognition of the need for adult education as a component of other programs of economic development, health, and welfare in the total approach known as community development. This approach has gained wide acceptance as a central concept through which various adult education activities are articulated, and has set in motion a trend toward combining heretofore unrelated aspects of adult education in these community development programs.

5. Both the need for greater educational achievement and the use of educational means in the attack on social problems emphasize another area of agreement among the participants, which is the growing acceptance of the idea of education as a lifelong process. Education has come to be regarded as a necessary resource in preparing for the responsibilities of modern society, and adapting to the changes imposed by a changing world.

6. With so much interest in using education as a means to solve problems, it is not surprising that adult education itself has adopted the

problem-solving concept in developing programs and methods. This approach is widely used by adult educators in their attempts to develop programs which are effective in meeting the needs of their students and their society. The problem-solving emphasis is evident in India's efforts to develop the country and also in recent United States programs under the Economic Opportunity Act and the Higher Education Act of 1965.

7. An interesting development in recent years is the emergence and use of new institutional forms and arrangements for meeting continuing education needs. Examples of these are: the Ulpanim Language Training Residential Centers which are used to orient new residents to the language and customs of Israel; the use of the Israeli Army for the basic education needed by the citizens; and the Workers' Universities in Yugoslavia which offer programs of technical and liberal education for the workers whose more demanding jobs require more education. In the Sudan new organizational arrangements are being developed to bring educational programs to the Nomads; in India, Canadian extension arrangements are being modified to meet India's needs; and in both the United States and Canada, the community college movement is emerging as a force in the education of adults. These new institutional forms attest to the vitality and creativeness which can be drawn on in the search for more effective programs of adult education. The Exeter Conference participants expressed general interest in the application of newly developed technological aids to the educational process. There was general recognition that this is an area of great promise for adult education, but also a feeling that up to now this potential has not been realized, either in the use of modern methods of mass communication or in development and use of devices in classroom or other programs. It was agreed that more development is needed in the area of technological applications for adult education.

8. Increased sharing of responsibility for adult education was noted, with cooperation between schools, colleges, government agencies, and other organizations such as industry in capitalist countries and unions and workers' councils in socialist countries. Voluntary organizations are also assuming more responsibility in most countries, and the traditional educational institutions appear to be responsible for a diminishing share of adult education efforts. Since adult education has always been low on the list of priorities for the traditional institutions, this develop-

ment is seen as a healthy manifestation of interest and the opening-up of effective alternate resources for the development of adult education.

Problems in Adult Education

Delegates to the Exeter Conference were generally optimistic in their views on current prospective developments in adult education in their countries. However, they agreed on some concerns about adult education at the present time. Some of the most pressing requirements and problems were identified as follows:

The persistent lag between education needs generated by changing conditions, and institutional programs designed to meet these needs.

The need for an international terminology.

The need for listing and abstracting services in basic printed information sources.

The need for improving and extending adult education services in all the countries represented.

The need to find means for changing accepted ideas, procedures, and content, in order to develop programs relevant to contemporary needs.

The peripheral status of adult education within the educational establishment in most countries.

Inadequate financing, both in developing and advanced countries.

Lack of a clear-cut role for sub-professionals in adult education, even though they are employed in large numbers, especially in the developing countries.

The need for improved communication in adult education across national and cultural boundaries.

The need to devise means for carrying on research and development activities in adult education on an international and cross-cultural basis.

In connection with cross-cultural and comparative research, the delegates agreed that if meaningful comparisons between countries are to be made, it is necessary to take into account the historical, philosophical, and social backgrounds, as well as the economic and political directions pursued by these countries, and the aims of the educational system. It was also suggested that comparisons must take into account the significant models or forms which were important in the original development of the adult education system.

Studies must also include demographic and statistical information, such as the relationship between expenditures for adult education and the gross national product or other measures of the country's financial status. These kinds of data would make comparisons possible regarding a number of standard measures.

The delegates to the Exeter Conference felt that it would be valuable to study the semantics of education in order to facilitate and refine the cross-cultural approach to investigations of adult education.

The experience of this conference, although limited in size and scope, suggests an acceptance of the concept of cross-cultural study, and endorsement of the application of the framework outlined in this publication as a step toward establishing a series of comparative studies of the adult education systems of a variety of countries.

Chapter IX

AREAS FOR FURTHER RESEARCH AND STUDY

The discussion at the Exeter meetings, as well as analysis of the foregoing chapters, suggests a number of areas for further study and research, a few of which have been mentioned in the preceding chapter. Some suggestions growing out of the conference are highlighted in this chapter. In the final analysis, however, it is up to the individual student of adult education on androgogy to select further areas for study on the basis of his own interests and concerns. It is hoped that these papers will be a stimulus and an aid to more intensive research in comparative adult education.

Areas of Study Identified at Exeter

1. Informational studies about activities. Basic to the comparative study of adult education is the need for much more adequate information about programs now in existence. Data should be gathered from every possible country, and these data should then be cataloged and systematized so as to make them easily accessible for study. The framework used in this report should be utilized at the start, with more sophisticated and precise methods developed as work progresses. In addition, studies should include information in much greater depth than was possible in this report.

2. Informational studies about training and research. These studies would include investigations of how faculties are recruited and trained in the different countries. The methods used for training should also be examined for similarities and differences, country by country. The similarities and differences found should be investigated for their relationship to administrative arrangements, institutional roles, and level of activity in adult education, among other factors.

Information about training programs should be examined to determine whether certain types of training produce effective adult educators in certain types of situations, and to stimulate the development of experimental programs utilizing the elements of the programs so described.

It would also be useful to collect information about research projects in the field of adult education. Some of these studies would relate to research already completed, and would make available the findings for use in further studies. Other investigators might catalog research in progress, so as to inform researchers what studies are being undertaken. This might also lead to more coordination of research efforts, and more effective use of research resources. (Note: Early in 1968 the International Congress is undertaking a preliminary survey of training programs and research in universities on a worldwide basis.) Another area of study might be to determine how research findings are disseminated in different countries.

Also needed is a collection of basic information about adult education for reference purposes, bibliographies of current research, and a system for updating information about research through an existing or newly developed journal.

3. Taxonomy. In order to develop more effective and useful categories and systems for comparative study of adult education, it would be helpful to make a complete inventory of administrative structures, institutional backgrounds, kinds of programs, bases of support, methods, participants, and other relevant factors. These data can suggest the basic national or cultural patterns related to different systems of adult education.

4. Terminology. The definition of adult education needs further refinement. This refined definition might be determined by identifying the concepts which are basic and essential to adult education and by seeking out the terms which have the same meaning in different countries. From these elements a more precise and acceptable definition could be constructed. It is also necessary to examine further the five categories of adult education used at Exeter and to determine whether they prove useful in further studies or whether they must be modified.

In addition, concepts and terms must be developed for teaching and research which have universal meaning for adult educators. These might be developed in the same way as the definition of adult education, i.e., by gathering all possible concepts and terms, finding out their meanings in the different countries, and by developing a set of terms and definitions which could be accepted by all.

In the meantime, an international glossary of terms now in use, giving the meaning or meanings in different countries, would be a useful tool in comparative studies.

5. Studies of culturally related educational systems. The program committee at the Exeter Conference hypothesized that there might be a number of identifiable "systems" of adult education, which, because of similar national origins or historical relationships, would strongly resemble each other. It was thought that it might be possible to divide all adult education activities into systems, according to the basic or parental system which influenced the development of education in a particular country. Some countries, for example, would derive their educational systems from the United Kingdom, while others would be derived from France. It was believed that the adult education programs and activities of those countries which were related to the same parent country would resemble each other in many ways.

The program committee proposed that these hypothetical systems be developed for presentation and discussion at the meetings, and presentations were made describing the systems noted below:

The Anglic System — including the United Kingdom, India, Hong Kong, Nigeria, and the Sudan.

The Gallic System — including France, French-speaking Canada, and other French-speaking African and Asian countries.

The North American System — including the United States, English-speaking Canada, and programs in certain parts of Asia and Africa such as the University at Nasuka in Nigeria and the Chinese University at Hong Kong.

The Scandinavian System — including Denmark, Norway, and Sweden, as well as some aspects of adult education in some countries in Africa.

The Hispanic System — including various Latin American countries.

Mixed or New Systems — including Yugoslavia and Israel.

It was not possible at the conference to examine these systems in sufficient depth to arrive at agreement as to the usefulness for further comparative study. The conferees suggested that additional research should be done to determine whether the hypotheses about similarities within the different "systems" actually are borne out by the facts about activities in different countries.

6. Cultural, political, and economic impacts on the nature and organization of adult education. Important to the understanding of present systems of formal education and in planning new programs, is the cultural tradition and method of transmitting wisdom from one generation to another, and the varying roles of teacher, "guru," etc. Hypotheses might be formulated relating to how the different kinds of "natural systems" of education influence the style of adult education which has developed in a variety of countries.

The motivational factors affecting agencies, institutions, and individuals is another promising area for research. The relationship between the kinds of motivation and the nature of the program offered, the kind and extent of participation, the methods used, and the response elicited might all be investigated, along with studies testing hypotheses about how the motivation of the agencies supplying adult education relates to other factors such as the attitudes of the government and universities, stage of economic development, and others.

Also appropriate for study is the motivation of adults to participate in the adult education experiences which are offered. It would be especially interesting to determine whether there are different motivating factors in different countries based on cultural factors and the "natural" educational traditions, as would be revealed in comparative studies of motivation.

The data on cultural influences should be useful in planning comparative studies of the learning process. Are different methods emerging in different societies consistent with cultural and political influences in the different countries? Are certain methods more effective in terms of the cultural background of a particular country? Are there other common characteristics and factors which apply in the learning situations in all countries regardless of background, economic development, or cultural heritage? These and many other questions might be studied initially in an effort to accumulate a body of knowledge concerning comparative adult education.

In this category of research suggestions the ideas from Chapter I (pp. 13 and 14) of these papers should be included. In this chapter, Dr. Friesen recommended that data be gathered concerning the history, geography, economy, demography, politics, culture, religion, and international relations of each country. It is necessary to assemble all this information in order to be aware of the total cultural situation, both past and present, in assessing and projecting the adult education system of a country, and comparing it with others.

7. Relationships between a variety of national factors and the impact on the nature of adult education. Some of the ideas for research into these relationships arise from consideration of the data in Chapter II of this report (p. 22). It would also be interesting to study how the general level of education and compulsory education affect and influence the kinds, nature, and extent of adult education in a particular country. One hypothesis which might be tested is: the less compulsory education for youth, the greater the activity of government in adult education. Another hypothesis is that in a country where a university felt itself to be primarily concerned with research and the transmission of the knowledge of the past and with the training of an elite at one specific location, the government would be primarily responsible for adult education and that heavy reliance would also be placed upon voluntary agencies. Conversely, in a country where the university conceived of itself as an institution responsible for a community service function, where it was concerned with the education of the masses, and where it had a number of off-campus branches, the government would be less active and the voluntary associations less involved in adult education.

Other aspects to be investigated include the relationship between expressed needs and successful programs; the analysis of major obstacles, such as lack of funds and trained teachers, and the identification of more subtle obstacles; the inconsistency between stated needs and successful programs—for example, most of the countries reporting stated that they were most successful in reaching the middle class, when their most important education needs were in other areas; and the relationship between the stated need and successful programs on the one hand and the stage of development of the nation on the other.

Two countries, Israel and the Sudan, reported that they were effective in reaching illiterates. It would be useful to find out whether their programs could be adapted for other countries with similar success.

It also would be helpful to determine whether the stated objectives of the educational system are related to the kinds of programs offered, and whether these programs are effective in terms of the goals.

8. Common characteristics, relationships, and central trends in these relationships which apply to various nations and kinds of programs developed. Throughout the discussions at Exeter, the participants agreed that the cross-cultural approach should be an integral and basic aspect of further comparative study, with further refinements to be sought.

As soon as possible, adult educators in various countries should meet together to develop cooperative programs of study and research in addition to further comparative studies to be carried on independently.

In the future, conferences on the comparative study of adult education should include representatives from Far Eastern countries as well as South American countries, as there is a special need to include researchers from these countries in further comparative studies and conferences.

In addition to securing more information about programs of recruitment and training for adult educators around the world, there is a need for sharing this information and for developing additional cooperative international programs for the training of adult educators.

Conclusion

As stated in the Introduction to this report, the Exeter Conference was fruitful in many ways, one of which is the present publication. The materials included here are only a small sample of those which might be relevant, but it is hoped that they will be useful as a means for looking at adult education activities in a variety of countries.

If this report stimulates others to undertake further comparative research, and if it is useful to others in providing background data, it will have served its purpose.

Appendix I

CONTINUA RELATING TO THE ROLE OF VARIOUS INSTITUTIONS IN ADULT EDUCATION

(1) The government role in carrying out adult education programs in each of the five categories in adult education and relations with other institutions. (Check √ for each "kind" of Adult Education.)

(a)	Allocates primary responsibility for carrying on Adult Education to other institutions.	Shares responsibility with other institutions.	Carries on most Adult Education itself by departments and agencies.
Remedial			
Vocational			
Health			
Civic			
Self			

Comment:______________________________

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(b)	Works primarily through private and voluntary agencies.	Works mainly through public Educational Authorities.	Uses whatever means (private or public) which will get the job done.
Remedial			
Vocational			
Health			
Civic			
Self			

Comment:______________________________

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(c)	Stimulates and sponsors great variety and diversity in content, nature and methodology in Adult Education.	Willing to try the new and diverse if given help and interpretation.	Attempts to limit Adult Education to specific content, methodology, etc.
Remedial			
Vocational			
Health			
Civic			
Self			

Comment:______________________________

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(2) The University's attitudes regarding its role in education. (Check √ the description which fits best.)

(a)	Sees itself primarily as a repository of past knowledge and as a force for maintaining traditional values.	Sees itself more in terms of developing new knowledge and willing to participate in new developments.	Sees itself as an active force for nation building and as an instrument for social change.

Comment:______________________________

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(b)	An institution with a body of scholars apart from the community and located on one isolated campus.	Has some branch or off-campus divisions or affiliated institutions but for limited activities only.	Sees the entire State or Nation as its campus and carries on research and teaching off campus as well as on.

Comment:______________________________

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(c)	Is primarily concerned with education of elite or with top intellectual group.	Concerned with education of all who meet certain criteria.	Concerned with the education of all citizens in the country at all levels (where other institutions not equipped).

Comment:____

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(d)	Primarily concerned with research and professional development (MA and PhD) of adult educators.	Concerned with higher education for all adults and/or with training of all kinds of adult educators.	Not applicable: has no program for training adult educators and no adult education activities.

Comment:____

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(3) Public Schools' involvement and activities in the five categories in adult education. (Check √ where appropriate.

(a)	Carry on independent varied, locally determined program.	Carry on regional (state, provincial, county) or other intermediate level programs.	Conduct primarily Adult Education set up and developed nationally.
Remedial			
Vocational			
Health			
Civic			
Self			

Comment:____

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(b)

	Program financed primarily by fees and tuition (pay-as-you-go).	Financed by mixture of national, state, and local subsidies.	Financed primarily by national subsidies.
Remedial			
Vocational			
Health			
Civic			
Self			

Comment: ______________________________

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(4) Voluntary Associations' role in adult education. (Check √ the statement which best describes the situation in your country.)

(a)

Almost entirely self-supporting and self-sufficient in program and financing.	Secures some or even all support from other (non-governmental) national bodies.	Secures all or virtually all support from government.

Comment: ______________________________

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(b)

Active in originating and putting pressure on government for specific programs and activities.	Shares planning and policy making with government.	Active primarily in carrying out government policies and program.

Comment: ______________________________

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Appendix II

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II. Adult Education

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YUGOSLAVIA

I. National Educational System

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Appendix III

ROSTER OF PARTICIPANTS

Arthur S. Adams, *Conference Chairman*
Consultant to the President
University of New Hampshire
Durham, New Hampshire

U. S. Naval Academy; University of California; Colorado School of Mines.

President, University of New Hampshire, 1948-50. President, American Council on Education, 1951-61. President, Salzburg Seminar in American Studies, 1961-64. Consultant to the President of the University of New Hampshire, 1964 to present.

Recipient of numerous honorary degrees. Consultant to the following: Association of Governing Board of Universities and Colleges; Consortium of Universities of the Washington Area; Colorado Commission of Higher Education. Chairman, Advisory Committee, U. S. Coast Guard Academy.

Author: *The Development of Physical Thought* (with Leonard B. Loeb) 1933; *Fundamentals of Thermodynamics* (with George D. Hilding) 1945.

Ahmad Abd al-Halim
Director
School of Extra-Mural Studies
University of Khartoum
Khartoum, Sudan

Faculty of Commerce, University of Alexandria; School of Librarianship, University College, London.

Library Assistant, 1952-53. Graduate Probationer, 1958-62. Assistant Librarian, University of Khartoum, 1962-64. Director, Extra-Mural Studies, University of Khartoum, 1964 to present.

Member, Executive Committee of the International Congress of University Adult Education.

Author: *An Annotated Bibliography of Bibliographies of Islam and the Arab World, 987-1961.* Awarded the Cowley Prize of the University of London (will be published soon).

Ronald C. Bauer, President
World University
400 Fernando Montilla Street
Central Park Urbanization
Hato Rey, Puerto Rico

State Teachers College, Valley City, North Dakota; University of North Dakota; Columbia University.

Visiting Lecturer, Institute of Education, University of London, 1953-55. Visiting Lecturer, University College of the Gold Coast at Accra and Makerere College of Uganda at Kampala, 1954-55. President, Inter-American University of Puerto Rico, 1955-65. President (and one of the founders) of the International Institute of the Americas of World University, San Juan, Puerto Rico, 1965 to present.

Member, Executive Committee of International Congress of University Adult Education. One of the founders and a member of the Executive Committee of Universities and the Quest for Peace.

Author: Cases in College Administration.

Harold Bently
Adult Education Association of USA
Jefferson Building
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Washington, D.C. 20006

Columbia University.

On leave from the University of Utah to serve as Chairman of the Survey Committee on Higher Education in Ethiopia, 1959. Academic Vice President and Acting President of the newly formed Haile Selassie First University, 1961. Professor of English; Dean of the Summer Schools, Director of the University Press; Dean of the Extension Division, University of Utah, 1950-64.

Member, Board of Directors and Division Chairman, National University Extension Association. Utah Delegate for three years and Consultant for Latin America, Adult Education Association of the USA.

Author: Dictionary of Spanish Terms in English with Special Reference to the American Southwest.

Alexander N. Charters
Vice President for Continuing Education
Syracuse University
Syracuse, New York

University of British Columbia; University of Chicago.

Assistant Professor of Adult Education; Professor of Adult Education; Assistant to the Dean; Vice President for Continuing Education, Syracuse University.

Member, U. S. National Committee for UNESCO. President, National University Extension Association. Past President, American University Evening Colleges. Chairman, Board of Directors, Center for the Study of Liberal Education for Adults. Treasurer, The International Congress of University Adult Education.

Harry P. Day, Conference Director
Director
New England Regional Center for Continuing Education
Durham, New Hampshire

University of Miami; Florida State University.

Associate Dean of Students, Florida State University, 1960-61. Senior Staff Resident, Salzburg Seminar in American Studies, Salzburg, Austria, 1961-64. Dean of Students, Florida State University, 1964-66. Director, New England Regional Center for Continuing Education, Durham, New Hampshire, May, 1966 to present.

John K. Friesen, Director
Department of University Extension
University of British Columbia
Vancouver 8, B. C., Canada

University of Manitoba; Columbia University.

Director of Education, Manitoba Wheat Pools (grain cooperative) - helped organize traveling Folk Schools. Provincial Secretary, CBC Farm Radio Forums (Manitoba). Director, University Extension, University of British Columbia.

UNESCO fellow to study adult education and East-West cultural relations, southeast Asia, 1962; Director, University of British Columbia–University of Kajasthan Project to establish Department of Adult Education in sister institution in India, 1964 (Report: Continuing Education Plan for the University of Rajasthan).

Shlomo Haramati
Chief Inspector
Adult Education Programs
Ministry of Education and Culture
Israel

Mizrachi Teachers Institute, Israel; Hebrew University, Jerusalem, Israel; Columbia University, New York City.

Supervisor of Hebrew language education in the Israeli Army. Professor, Hebrew University, Jerusalem, Israel. (Has taught courses in adult education and educational fundamentals to African educators.)

Author: Ulpani (A vocabulary builder) 1960. (Fifth edition, 1965.) Language Games, 1962. An Annotated Bibliography for the Teaching of Hebrew, 1963. Teaching Hebrew to Illiterates, 1964. Introduction to Literary Education, 1963. Lakita Velabait (A primer for illiterates), 1965. (Fifth edition, 1966.)

Jean Houpert
Director
University Extension
University of Montreal
Montreal 3, Que., Canada

College Chaptal, Paris; University of Illinois; University of Chicago; Columbia University; University of Toronto; University of Montreal.

Professor of French Literature, 1943-44; Secretary-General, 1944-62; Head, Department of French, 1961-62; Director, University Extension, University of Montreal, 1962 to present.

Organized first Summer Courses to be offered by the University of Montreal. President, Canadian Association of University Extensions. Director, Center for the Study of Liberal Education for Adults. Vice President, Canadian Federation of Alliances françaises.

Edward Hutchinson, Secretary
National Institute of Adult Education
35 Queen Street
London, W. 1, England

Manchester University, Manchester, England.

Secretary (Chief Executive Officer), National Foundation for Adult Education, 1947-49. Secretary, National Institute of Adult Education, 1949 to present. (The National Foundation for Adult Education was merged with this institute in 1949.)

General Editor of all the Institute's publications, including the bimonthly journal Adult Education. Member, Planning Committee for the two UNESCO International Conferences in 1949 and 1960. Chairman, European Bureau of Adult Education.

Sudarshan Kapoor
formerly Senior Supervisor-cum-Instructor
Indore School of Social Work
Indore, India

Panjab University; Delhi School of Social Work, Delhi University, India. Institute of Social Studies, The Hague, Holland. School of Social Welfare, Florida State University. School of Education, Florida State University.

Chief Organizer, Gandhi Memorial National Trust, 1957-59. Head, Department of Extension and Field Work, National Muslim University, New Delhi, 1959-60. Senior Supervisor-cum-Instructor (Assistant Professor), Indore School of Social Work, Indore, 1960-62.

Associate Secretary and Member, Central Executive Committee, State Branch of Indian Conference of Social Work, 1960-62. Member, Central Body of Alumni Association of Schools of Social Work in India, 1962-64. Member, Executive Committee, State Branch of the Welfare Association for the Blind, 1960-62.

Author: India Village Service.

T. C. Lai
Deputy Director
Department of Extra-Mural Studies
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Manchester University, Manchester, England

Formerly, Lecturer, English Department, University of Hong Kong. Presently, Deputy Director of Extra-Mural Studies, Chinese University of Hong Kong.

Member, Executive Board, International Congress of University Adult Education.

Author: Selected Chinese Sayings.

A. A. Liveright, Planning Committee Member
Director
Center for the Study of Liberal Education for Adults
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Brookline, Massachusetts

University of Wisconsin; University of Chicago.

Director, Center for the Study of Liberal Education for Adults, 1957 to present. Professor, School of Education, Boston University, 1964 to present.

Secretary, International Congress of University Adult Education, 1960 to present; Member, Council on College Level Examinations; Member, Harvard University Visiting Committee on Summer School and Extension; Member, National Advisory Committee on Adult Basic Education; Member, Negro College Committee on Adult Education; Member, Board of Directors, Highlander Folkschool, Tennessee.

Author: Union Leadership Training, 1961. Strategies of Leadership in Adult Education, 1960. Adult Education in the U. S.: Special Report for the U. S. Office of Education (now in press).

William J. McCallion, Planning Committee Member
Director of Educational Services
Department of University Extension
McMaster University
Hamilton, Ont., Canada

McMaster University; University of Toronto.

Sessional Lecturer in Mathematics, 1943-52; Assistant Professor of Mathematics, 1954-60; Associate Professor of Mathematics, 1960- ; Assistant Director of University Extension, 1951-55; Director, University Extension, 1955-61; Director, Educational Services, 1961 to present.

Member, Association of University Evening Colleges. Chairman, International Congress of University Adult Education. Member, Board of Directors, African Student Foundation.

Author: Mathematics of Accounting.

Ernest E. McMahon
Dean
University Extension Division
Rutgers State University
New Brunswick, New Jersey

Rutgers University; Columbia University.

Dean, University College and Extension, 1951-65; Dean, University Extension Division, Rutgers State University, 1965 to present.

Chairman, Board of Directors, Center for the Study of Liberal Education for Adults. Member, Advisory Board, Grolier International Encyclopedia. Member, Advisory Committee on Business and Industry, American Council on Education. President-elect, Association of University Evening Colleges.

Recipient of the Star of the Italian Solidarity by the Republic of Italy for his efforts in behalf of Italian culture.

Author: The Emerging Evening College. New Directions in Alumni Education.

Dusan Savicevic
Docent
Faculty of Arts
University of Belgrade
Belgrade, Yugoslavia

University of Belgrade.

Assistant Professor, Department of Education, 1958-65; Associate Professor for Theory of Adult Education, 1965 to present, University of Belgrade.

Sent to Denmark and Sweden to study adult education, 1958-59. Delegate to the Seventh General Conference, International Federation of Workers' Educational Association, Milan, Italy. Recipient of one-year Ford Foundation fellowship for study in the United States, 1966.

Author: Methods in Parent Education (now in press).

William K. Selden
Vice President
American Assembly
Columbia University
New York, New York

Princeton University.

Administrative positions at Princeton, Brown, and Northwestern Universities. President, Illinois College. Executive Director, National Commission on Accrediting. Vice President, The American Assembly, Columbia University.

Recipient of Ford Foundation grant for study and travel in Eastern and Western Europe. Educational Specialist in India for U. S. Department of State.

Author: Accreditation: A Struggle Over Standards in Higher Education.

Peter E. Siegle
Staff Associate
Center for the Study of Liberal Education for Adults
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Harvard University; University of Chicago.

Staff Associate, Center for the Study of Liberal Education for Adults, 1953 to present; Associate Professor, School of Education, Boston University, 1964 to present.

Executive Secretary, Negro College Committee on Adult Education, 1958 to present.

Author: The Individual in American Society (with B. C. McCall). New Directions in Programming for University Adult Education (with J. B. Whipple). New Directions in Labor Education for Executives.

Emil Starr
Director
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Tufts University; University of Chicago.

National Education Director, Amalgamated Clothing Workers of America, 1953-60. Special Consultant to the International Cooperation Administration of the U. S. Government, 1960-61. Regional Director, Northeast Region, Foreign Policy Association, 1962 to present.

Author: The UAW in World Affairs (with A. O. Hero).

Wilson Thiede
Associate Dean
School of Education
University of Wisconsin
Madison, Wisconsin

University of Wisconsin.

Registrar and Director of Institutional Studies, Louisiana State University, 1949-51. Director of Correspondence Study, 1951-54; Director of Field Services, 1954-59; Associate Professor of Education, 1957; Chairman, University Extension Division, Department of Education, 1958-61; Professor of Education, 1960-62; Chairman, Department of Education, 1962-63; Associate Dean, School of Education, University of Wisconsin, 1953 to present.

Member, Executive Board, Adult Education Association. President-Elect, Adult Education Association.

Editor and Publisher, The Journal of Educational Research; and Publisher, The Journal of Experimental Education.

Alan Thomas
Director
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University of Toronto; Columbia University.

Educational Representative, Copp Clarke Publishing Co., 1949-51. Assistant to the Director, Canadian Association for Adult Education, 1953-55. Assistant Professor of Education & Supervisor of Communications, University of British Columbia, 1956-61. Associate Director, 1961-62; Director, Canadian Association for Adult Education, 1962 to present.

Member, Board of Governors, Elliot Lake Centre for Continuing Education.

Isaak N. Thut
Chairman
Foundations of Education
The University of Connecticut
Storrs, Connecticut

College of Wooster, Wooster, Ohio; University of Buffalo; Ohio State University.

Teaching and Administrative assignments at Ohio State University, and University of New Hampshire. Teaching and administrative assignments at University of Colorado since 1945. Has taught summer sessions at the University of Colorado, the University of Illinois, and University of Maryland.

Has lectured at the Municipal University in Amsterdam, McGill University, the University of Oslo, and the University of Utrecht.

Author: The Story of Education: Philosophical and Historical Foundations, 1957. Educational Patterns in Contemporary Societies (with Don Adams), 1964.

Robert Vail
Educational Coordinator
Continuing Education Division
University of Maine
Orono, Maine

Bates College; University of Maine; Universities of Vermont and Connecticut; Chicago University; Boston University.

Public school teacher in Maine, New Hampshire, and Vermont. High School and Elementary School Principal. Superintendent of Schools. Presently College of Education Coordinator in Continuing Education Division, University of Maine.

Thurman White
Dean
Extension Division
University of Oklahoma
Norman, Oklahoma

Phillips University, Enid, Oklahoma; University of Oklahoma; University of Chicago.

Assistant Director, Extension Division, 1947-48 (on leave); Acting Director, Extension Division, 1948-49; Director, Extension Division, 1949-50; Dean, Extension Division, 1950 to present; Dean, College of Continuing Education, 1961 to present, University of Oklahoma.

Member, Board of Directors, CSLEA, 1965-67. Member, Council on Higher Education for Adults on Southern Regional Education Board. Member, White House Conference on International Cooperation, 1965; White House Conference on Education, 1965. Member,

Board of Directors, Great Books Foundation, 1965-68. Member, UNESCO International Committee for the Advancement of Adult Education, 1963-67. Member, American Council on Education Commission on Academic Affairs, 1965-67. Member, Adult Education Association of USA; President, 1965-66. Member, President's National Advisory Council on Extension and Continuing Education, 1966. Member, Governor's Commission on Economic Opportunity, 1965. Member, Advisory Committee, Oklahoma State Plan, Title I of Higher Education Act, 1965, 1966.

D. C. Williams, Vice President
Scarborough & Erindale Colleges
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University of Manitoba; University of Toronto.

Director of University Extension, University of Toronto, 1958-63. Member, Manpower Project, Glassco Commission, 1961. Vice President, University of Toronto, 1963-64. Principal, Scarborough College, 1964-65, Vice President for Scarborough and Erindale Colleges, University of Toronto, 1965 to present.

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